DOCUMENT RESUME

ED 045 967 AL 002 691

AUTHOR	Saville, Muriel R.; And Others
TITLE	DINE BI'OLTA SAAD NAAKI YEEYALTI'II BINAALTSOOS T'AALA'IGII. Navajo-English Curriculum Guide, Kindergarten Level.
INSTITUTION	Texas Univ., Austin. Dept. of Curriculum and Instruction.
SPONS AGENCY	Bureau of Indian Affairs (Dept. of Interior), Window Rock, Ariz.
PUB DATE	[70]
NOTE	383p.; Prepublication copy
EDRS PRICE	EDRS Price MF-$0.65 HC-$13.16
DESCRIPTORS	*Bilingual Education, Bilingualism, Concept Formation, Creative Activities, Cultural Background, *Curriculum Guides, Early Childhood Education, *English (Second Language), Evaluation Techniques, Illustrations, Instructional Materials, *Kindergarten, Language Instruction, *Navaho, Pattern Drills (Language), Second Language Learning, Teaching Guides, Teaching Methods, Teaching Techniques

ABSTRACT

A successful bilingual kindergarten program has to utilize fully the results of three areas of modern research and development: linguistics, psychology, and education. The preparation and implementation of curricular materials for teaching in Navajo and English to five-year-old Navajo children requires an understanding of at least the following areas: (1) the nature and consequences of bilingualism; (2) the individual, social, cultural and academic characteristics and needs of the Navajo children; (3) the Navajo and English languages; (4) methods for both first and second language instruction which are appropriate for use with young children; and (5) evaluation techniques for teaching methods, materials, and the children's progress. The present Guide is intended to provide additional information in these areas to participating teachers and aides, and to provide them with specific suggestions for teaching in the four curriculum content areas listed above. Sample instructional materials for each area are also included. (Author/AMM)

ED0 45967

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

DINÉ BIʔÓLTA

SAAD NAAKI YEEYÁŁTIʔII

BINAALTSOOS TʔÁÁŁÁʔÍGÍÍ

Navajo-English Curriculum Guide
Kindergarten Level

Muriel R. Saville, Project Director
The University of Texas at Austin
Department of Curriculum and Instruction
Maebah Becenti
Sara McClellan
Barbara Whaley

AL 002 691

Bureau of Indian Affairs
Navajo Area Office
Branch of Curriculum and Instruction
Mrs. Faralie S. Spell, Chief

INTRODUCTION

An innovating program in bilingual-bicultural education is now under way in selected kindergartens in the Navajo area. The aims of the program are to develop and implement a curriculum in which Navajo is the primary medium of instruction and English is taught as a second language. The materials developed during the first year of operation build upon the children's existent Navajo linguistic and conceptual base. A sequential and distinctly separate base in English language and concepts has been developed to minimize interference in linguistic structures and concept referents.

The curriculum includes four content areas: communication, environmental concepts and relationships, creative expression, and abstract concept development. Communication includes understanding and producing both English and Navajo; environmental concepts and relationships includes the study of social and physical surroundings; creative expression includes a wide variety of art activities; abstract concept development includes elementary mathematical concepts, such abstractions as "same" and "different," and letter knowledge--recognition of the symbols of the Navajo writing system.

CONTENTS

Introduction

I. Bilingualism

II. The Children

III. Navajo and English

IV. Methods

V. The Schedule

VI. Preparing the Classroom

VII. Instructional Material

- A. Communication
  - Navajo
  - Introducing English
  - Basic Sentence Patterns
- B. Creative Activity
  - Natural Materials
  - Drawing
  - Cutting and Pasting
  - Painting
  - Printing
  - Sculpture and Crafts
- C. Environmental Concepts and Relationships
  - Social Studies
  - Science
  - Health
- D. Abstract Concept Development
  - Shapes
  - Colors
  - Classification of Objects
  - Number Concepts
  - Number Symbols
  - Money
  - Letters

A successful bilingual kindergarten program has to utilize fully the results of three areas of modern research and development: linguistics, psychology, and education. The preparation and implementation of curricular materials for teaching in Navajo and English to five year old Navajo children requires an understanding of at least the following areas:

1. The nature and consequences of bilingualism.
2. The individual, social, cultural and academic characteristics and needs of the Navajo children.
3. The Navajo and English languages.
4. Methods for both first and second language instruction which are appropriate for use with young children.
5. Evaluation techniques for teaching methods, materials, and the children's progress.

This guide is intended to provide additional information in these areas to participating teachers and aides, and to provide them with specific suggestions for teaching in the four curriculum content areas listed above. Sample instructional materials for each area are also included.

The proposals to be made concerning methods for teaching Navajo and English to kindergarten children are largely based on the following assumptions:

1. Direct instruction in two languages should be at different periods of the day to discourage translation-type learning.

2. Children learning a second language should be introduced to only that part of an adult grammar which is usually controlled by native speakers of the same age.

3. Provision should always be made for different rates of learning and different levels of experience, interest, and attention span.

4. Areas of greatest interference between English and Navajo can be predicted from a contrastive analysis of the languages, which should therefore be used in the construction of instructional materials and evaluative measures.

5. A second language is not caught by mere exposure, but requires a sequential and systematic presentation of structural elements for maximum effectiveness and efficiency with students of all ages.

I. BILINGUALISM

One-half of the children in the world are bilingual, and approximately one-fourth of the people in the United States can communicate in more than one language. About ten per cent of our population speaks a language other than English natively. We do not live in a "melting pot," but in a country where different languages and different attitudes and beliefs have coexisted for centuries. The older educational idea that only English should be used as a medium of instruction has left thousands of children illiterate in their native language, and fostered low achievement levels in English itself.

A child does not begin learning when he comes to school. Education begins in infancy, and the sound system and much of the structure of his native language has been mastered by the time he is five years old. His language is rooted in and reflects a common set of values. It is already related to a way of feeling and thinking and acting. The English-dominant educational system must be brought into harmony with the child's existent cultural patterns.

An axiom in bilingual education programs is, "The best medium for teaching is the mother tongue of the pupil."[1] This allows the education of the child to continue smoothly from home to school, permitting immediate progress in concept building rather than postponing development until a new language has been acquired. There has been some resistance to this philosophy, particularly by those who feel that speaking another language may somehow hinder progress in English. Bilingual teachers today are probably the products of a monolingual English school system. They are successful products, and may feel that the children should follow their model. In addition, innovative programs are expensive and demanding--not the "easy" way for teachers or administrators. Also discouraging to new bilingual programs may be the present inadequacy of personnel, materials, or understanding.

But past methods in monolingual English education have often proved ineffective with children who speak other languages natively, and more of these children begin school each year. They will not wait for us to develop ideal systems; we have an obligation to do the best we can in the light of our present knowledge, capacity and experience.

---

[1] Andersson, Theodore, and Mildred Boyer. Bilingual Schooling in the United States. Austin: Southwest Educational Development Laboratory, 1970.

The attitude toward bilingual education is rapidly changing in the United States toward a very positive point of view. Cultural diversity is of value to our national interest, and bilingual programs are fostering increased parental involvement in education and promising economic upgrading for minority groups. In addition, we are now quite sure that bilingualism is not a handicap, but may indeed be a social and academic advantage. Most recent studies show that when groups of bilingual and monolingual children are matched for other factors, the bilinguals perform at least as well on IQ tests, particularly on non-verbal measures. Peal and Lambert[2] found in their research that bilinguals scored higher on intelligence tests. They felt that bilinguals may develop an ability to separate an object from its symbol and thus think with abstract concepts. In addition, bilinguals may learn more flexibility in their thinking through developing their skill in switching from one language to another.

A child who speaks Navajo when he comes to school knows as much and is ready to learn as much as a child of comparable IQ who speaks English. He will be handicapped only if the school does not teach him in his native language while he is learning another.

---

[2] Peal, E. and W. Lambert. "The Relation of Bilingualism to Intelligence." Psychological Monographs: General and Applied, Vol. LXXVI, No. 27, 1962, pp. 1-23.

The child who learns to read first in Navajo may have a definite advantage over the child who must learn first in English. The writing system of English is not regular, and children must learn that a single sound may be spelled in many ways. The writing system which has been developed for Navajo[3] is very regular, with a close correspondence between sounds and letters. Seeing the relationship between sound and symbol is a major factor for success in initial reading instruction. Once a child has this concept and skill in one language, he seems to be able to readily transfer it to learning to read another. Because of the regularity of Navajo spelling, and because reading in a language should not be introduced until that language can be spoken with some fluency, children who speak Navajo natively should definitely learn to read first in Navajo. At the same time they will be developing oral skills in English.

The child who learns to read Navajo before English will not be learning to read twice. The basic skills of reading transfer readily from one language to another. He will, indeed, become literate in two languages, and this is an advantage which might be denied if he began only in English.[4]

---

[3] Conference on Navajo Orthography, Albuquerque, New Mexico, May 2-3, 1969. Washington, D.C.: Center for Applied Linguistics.

In addition, we must realize that language is essentially a system of communication. A bilingual who masters two systems has greatly increased the contexts in which he can function successfully.[5]

---

[4] Texas Education Agency. Guidelines Bulletin for Implementing Bilingual Education Programs, to appear.

[5] Ibid.

II. THE CHILDREN

Teaching five year old children requires an understanding of their characteristics and capacities and of what has preceded in their development. Two of the most complete outlines of this information may be found in the work of Gesell[1] and Piaget.[2]

A child in the age range of two to four years is approaching the point where he is able to distinguish between symbols and the actual objects. His conceptions are determined primarily by physcial features, and he cannot combine a variety of characteristics into a single category; he categorizes objects according to a single attribute.

In the period of four to seven years the child is still dominated by perceptions, but he is developing the ability to think in terms of classes, to perceive relationships, and to handle number concepts.

The development of concepts in most children is at least partly a process of learning a language. The study of language acquisition has interested educators and psychologists for many years and has recently become the chief concern of the newer field of psycholinguistics. The descriptions of child language which have been published are useful in preparing instructional material, but, unfortunately, there are none which specifically describe the acquisition of Navajo as a native language. Until such information is available, we will assume that language is acquired by the same process in all societies. We will also assume that the stages of language development, while constant in sequence, are affected by intelligence and environment.

---

[1] Gesell, Arnold, and Frances L. Ilg. The First Five Years of Life; A Guide to the Study of the Preschool Child. Harper, 1940.

[2] Piaget, J. The Origins of Intelligence in Children. New York: International Universities Press, 1936, 1952.

Every normal child at birth is inherently able to learn perfectly any language in the world.[3] He learns language from the people around him--from members of his social group. An infant first makes only reflexive sounds, and then enters a "babbling" stage during which he makes an almost unlimited range of speech sounds, including many which will not occur in his own language. By the end of the first year he begins to react to the sounds made by the people around him, and begins to imitate them. He can use a few words as symbols early in the second year and begins the true linguistic stage of his development at about eighteen months.

---

[3] Material on language acquisition abstracted from Rudolph C. Troike, Introduction to English Linguistics for the Teacher of English, McGraw-Hill, to appear.

While the normal child's early babbling includes a wide range of sounds and he is physically capable of learning any sound produced in any language, the only sounds that will be part of his language system will be those in the language of the people around him. He will learn to distinguish among only the sounds that make a difference in meaning--the phonemes of his language. A child who grows up in an English environment, for instance, will not produce the sound sequence *tłʔ*, and he will not be able to distinguish between *azééʔ* (mouth) and *azeeʔ* (medicine) because tone does not make a difference in meaning in the English language. On the other hand, a child who grows up in a Navajo environment will not produce the *th* sound (as in "thing" or "this") or distinguish between "pear" and "bear," because there is no *th* sound or *p-b* distinction in the Navajo language.

In a similar fashion a child will gradually learn to recognize and then use the grammatical structures of the language around him, and to leave out the grammatical possibilities not used in his language. His vocabulary will expand as he learns the labels agreed on by his social group to refer to certain objects or experiences. What words are learned will vary somewhat depending on the geographical location and other factors. The Navajo child will learn to call "snow" zas in Toadlena and Sanostee and yas in Cottonwood and Greasewood. Within any language a child learns the variation, or dialect, spoken by his own group. At the kindergarten level, he probably has no need to know any other variation of his own language. If a relative from another region is living with his family, however, he may need to recognize some different words or some differences in pronunciation, and will learn to do so. If he hears two entirely different language systems in his environment, such as Navajo and English, he will learn both and become a bilingual.

Young children have an innate capacity for language learning that is reduced when they get older. This linguistic flexibility suggests that bilingual education will be most successful when it is implemented very early in the school program. Native language habits become fixed by the time a child reaches puberty and are much more likely to interfere with his recognition and production of other languages if he learns them after that age.

All growing children have many of the same obvious basic needs, such as food, air and sleep. Many of their needs are not so obvious, and still others are learned and will not hold true for all groups of children.

A list of the specific needs of Navajo children has been prepared by the Navajo Area Office.[4] It includes the following which may be met at the kindergarten level:

1. Assistance and direction in developing self-reliance and the successful modification of his self-image for modern needs.
2. Opportunities to assume his share of responsibility and to follow it through to a satisfactory conclusion.
3. Opportunities to experiment with and exercise choice in making decisions, to accept the consequences, and still retain a feeling of belonging.
4. Experiences necessary to help him develop a feeling of social adequacy for any situation.
5. Opportunities to develop sound physical and mental health.
6. To develop and maintian pride in his own culture and a respect, understanding, and appreciation of other cultures.
7. To develop communication skills in English and Navajo.

---

[4] Navajo Area Office. Curriculum Needs of Navajo Pupils. Established 1967-68 school year.

III. NAVAJO AND ENGLISH

A student of any age learning English must learn to hear, and then produce, twenty-four distinctive consonant sounds.[1] The term for distinctive sounds is "phoneme." The symbol used for each of these sounds is enclosed in slanted lines (/ - /), and is often not the same as the symbol which represents the sound in conventional spelling. Some sounds in English are spelled in several ways, as the /f/ sound in fear, photo, and enough. The system of notation used here allows one symbol to consistently represent one distinctive sound. These phonemes are classified according to the way they are pronounced, and each is followed by an example in conventional orthography.

	Voiceless		Voiced	
Stops (sounds produced by complete closing of the passage of air through the mouth):	/p/	pie	/b/	boy
	/t/	tie	/d/	dog
	/k/	cat	/g/	gate
Affricates (stop consonants released with a friction sound):	/č/	chair	/ǰ/	giant

---

[1] The following contrastive analysis was drawn from Muriel R. Saville. *Curriculum Guide for Teachers of English in Kindergartens for Navajo Children*, Washington, D.C.: Center for Applied Linguistics, 1969, pp. 6-15.

Spirants (produced by a constriction causing friction in the mouth but not completely closing the passage of air):	/f/	fair	/v/	very
	/θ/	thing	/ð/	this
	/s/	sit	/z/	zebra
	/š/	shell	/ž/	azure
	/h/	house		
Liquids:			/l/	light
			/r/	rat
Nasals (produced with the stream of air flowing through the nasal passage rather than through the mouth):			/m/	man
			/n/	name
			/ŋ/	sing
Semivowels:			/w/	wash
			/y/	yellow

There are nine distinctive vowel sounds in English, and these combine with the semivowels to form glides.

/i/	pit	/ɨ/	just	/u/	put
/e/	met	/ə/	cut	/o/	coat
/æ/	cat	/a/	father	/ɔ/	caught

/iy/	beat	/uw/	boot
/ey/	bait	/ow/	boat
/ay/	bite	/aw/	bout
/oy/	boy		

There are many differences between English and Navajo, both in the pronunciation of sounds which have similar positions in the phonological systems of the two languages, and in the pronunciation of sounds which occur in one language, but have no correspondence in the other. In general, the speaker of Navajo has a tenser articulation of all phonemes which he frequently carries over into his pronunciation of English. The following brief description of the differences between these sound systems is based on descriptions of Navajo by Harry Hoijer[2] and Robert Young.[3] The symbols used to represent the Navajo sounds are those which have been recommended for writing that language[4] and are underlined. The English sounds are represented by the symbols used in the chart above.

a	gah	'rabbit'
b	bibid	'his stomach'
ch	chííl	'snowstorm'
chʔ	chʔah	'hat'

---

[2] Hoijer, Harry. *Navajo Phonology*. University of New Mexico Publications in Anthropology, No. 1. Albuquerque: The University of New Mexico Press, 1945.

[3] Young, Robert. *English as a Second Language for Navajos: An Overview of Certain Cultural and Linguistic Factors*, revised edition, Albuquerque: Albuquerque Area Office, Bureau of Indian Affairs, 1968.

[4] *Conference on Navajo Orthography*, Albuquerque, New Mexico, May 2-3, 1969. Washington, D.C.: Center for Applied Linguistics.

d	daan	'springtime'
dl	anádlohgo	'while he laughs'
dz	dził	'mountain'
e	ké	'shoe'
g	gah	'rabbit'
gh	naaghá	'he is walking about'
h	chʔah	'hat'
hw	hwiih	'satiety'
i	ni	'you'
j	jį́	'day'
k	kin	'house'
kw	kwii	'here'
kʔ	kʔad	'now'
l	leʔ	'let it be so'
ł	dił	'blood'
m	mąʔįį	'coyote'
n	nooʔ	'cache'
o	shoh	'frost'
s	sis	'belt'
sh	shoo	'look!'
t	átsé	'first'
tʔ	tʔiis	'cottonwood'
tł	tłah	'ointment'
tłʔ	tłʔééʔ	'night'

ts	tsin	'wood'
w	waaʔ	'bee weed'
x	xis	'pus'
y	yas	'snow'
z	azééʔ	'mouth'
zh	shaazh	'knot'
ʔ	łaʔ	'one'

Stops

Navajo b is similar to the English /p/ in 'spot.' Navajo speakers do not distinguish between English /p/ and /b/ and often substitute their own b for both. Since this stop never occurs in syllable final position, they often substitute ʔ for final /p/ or /b/ or reduce all final stops to the Navajo d. In pronouncing the final labial stop, Navajo speakers often retain a glottal closure, ʔ, before the labial closure and do not make the bilabial stop audible.

Navajo t, which is usually followed by the velar spirant x, and tʔ, its glottalized counterpart, have no correspondences in English. Navajo d is similar to the English /t/ in 'stop.' The Navajo speaker typically substitutes his d for English /t/ or /d/ in initial position and d, ʔ or ʔd for /t/ or /d/ in final position.

Navajo k is more heavily aspirated than its English correspondent (i.e., produced with a stronger puff of air than English /k/ in 'cook') and is usually substituted for English /d/ in initial position. Final /d/ is usually replaced by Navajo ʔ. The kw occurs only in syllable initial position in both languages (as in English 'quick') and kʔ has no English equivalent. Navajo g is similar to the English /k/ in 'scat.'

Although not a phoneme of English, ʔ occurs at the beginning of syllables in such English forms as 'Oh, oh!' Speakers of Navajo frequently substitute it for stop consonants, especially in syllable final position, and add it before initial vowels as is required in Navajo. this carry-over produces the "choppy" sound that usually characterizes the speech of Navajos learning English.

Affricates

Navajo ch is more heavily aspirated than English /č/, and Navajo j is voiceless while English /ǰ/ is voiced. There is a tendency for speakers of Navajo to substitute j for both /č/ and /ǰ/ between vowels.

The lateral affricates in Navajo, tł and dl, have no phonemic correspondences in English, but an analogous cluster /gl/ occurs in English and is usually replaced with the Navajo dl by speakers of Navajo.

There are also no English phonemic correspondences for the Navajo alveolar affricates, but both dz and ts resemble the English /ts/ of 'hats.' Navajo ts is more heavily aspirated than English /ts/.

There is no English equivalent for Navajo tł or tłʔ.

Spirants

There are no Navajo correspondents for /f, v, θ/ and /ð/. Since /f/ and /v/ are produced in a visible position, they should be learned with relative ease. Initial /v/ may become b or /f/ and final /v/ usually becomes b. The sounds /θ/ and /ð/ are more difficult for the speaker of Navajo to learn, and d may be substituted for both.

English /s, z, š/ and /ž/ and Navajo s, z, sh and zh are very similar and present few problems to the speaker of Navajo learning English.

The Navajo spirants x and gh have no equivalents in English.

English /h/ is less aspirated than Navajo h, but is reported to cause no problems.

Liquids

Navajo l is similar to the English /l/ of 'let.' Navajo speakers tend to pronounce all English /l/'s the same way rather than altering the tongue position as do speakers of English. English /r/ has no correspondent in Navajo, and many Navajo speakers omit it or substitute *w* or *l*. English has no equivalent for *ł*.

Nasals

English /m/ and /n/ and Navajo *m* and *n* are similar except that *m* can occur only in syllable initial position in Navajo. Final /m/ in English is heard as a nasalized vowel. Usually the Navajo speaker closes his lips, nasalizes the preceding vowel and fails to release the lips. English /ŋ/ does not occur in Navajo. It may be identified either with final *n* or vowel nasalization.

Semivowels

Initial /w/ and /y/ in English are similar to *w* and *y* in Navajo except for the greater friction in the Navajo sounds. These semivowels occur only in consonantal positions in Navajo and do not form glides as they do in English.

Vowels

The vowel system of English reportedly does not constitute a serious problem for speakers of Navajo because of the fairly close correspondences. The primary differences are that tone, vowel length and nasalization are used to distinguish meaning in Navajo, and English exhibits a greater variety of vowel sounds. Greater tenseness of the tongue and other muscles characterizes the articulation of Navajo vowels. They are also pronounced without the off-glide so common in English.

English /i/ and /iy/ are similar to Navajo i and ii. In Navajo, however, a prefinal syllable containing i would assimilate to a following a or o. This does not occur in English.

English /e/ creates few problems for the speaker of Navajo, except when it occurs with an off-glide, as /ey/. The cluster ei does occur in Navajo and is carried over into English for the pronunciation of both /ey/ and /ay/. Sometimes i is substituted for /e/ in the middle of words.

English /æ, ɨ/ and /ə/ do not occur in Navajo. The /æ/, when learned, is often substituted for English /e/.

English /a/ is similar to Navajo a and the Navajo ai as well as ei may substitute for English /ay/. The off-glides of /ow/ and /uw/ are more difficult for the Navajo speaker to learn.

Navajo o is more rounded than English /ow/ and its quality varies according to the surrounding sounds and the usage of individual speakers. Speakers of Navajo must learn to distinguish among English /u, ow/ and /uw/.

Consonant Clusters

Consonant clusters are rare in Navajo, and clusters in English present a major problem. Similar affricates are often substituted, as *dl* for /gl/, as in 'glide', *tł* for /kl/, as in 'clock', and *ts* for final /ks/ and /dz/, as in 'clocks' and 'beds'. Much of the Navajo student's difficulty with noun and verb inflections may be traced to his failure to hear or produce final consonant clusters.

Distribution

The distribution of Navajo consonants is much more restricted than that of English. Any Navajo consonant may begin a syllable, but only *d*, *h*, *s*, *z*, *sh*, *zh*, *ł*, *l*, *n*, *g*, and *ʔ* may end a syllable. Speakers of Navajo have difficulty hearing and producing consonants in final position which do not occur finally in their native language.

Navajo and English are even more divergent in their grammatical structures than in their sound systems. A few of the more troublesome differences are these:

Pronouns

Navajo pronouns do not change their forms in the way English pronouns do. While the third person pronoun in English changes form according to number and case, and gender (in the singular), a single Navajo pronoun, bí, is used for all third person genders, number and cases. Thus Navajo speakers may have trouble learning to use the variant forms correctly, or may even use just one form of the pronoun for all third person situations. With the other personal pronouns, the English case distinctions are not matched by anything in Navajo, and the same types of errors may occur.

In Navajo, object pronouns occur as prefixes on the verb, rather than as independent forms. The occurence of the English independent object pronouns may cause some confusion for the Navajo speaker.

Possessive pronouns in English will also cause difficulty because the distribution requirements are different from those for possessive pronouns in Navajo. For example, body parts and kinship terms must always occur with a possessive prefix in Navajo, whereas in English it is possible to use them alone in a general sense. The use of such words in English in their unpossessed form may seem strange to the Navajo speaker.

In every possessive situation in Navajo there must be a possessive pronoun prefixed to the noun possessed. Even when a noun in the possessive form is given, the Navajo phrase must include a possessive pronoun prefix as well. Moreover, in Navajo the marker for possession goes with the possessed rather than the possessor as in English. This pattern carried over into English accounts for such non-standard phrases as "the boy his hat."

Plurals

With few exceptions, nouns in Navajo do not change form to express singular or plural. Plurality of the subject is usually indicated in the verb. Navajo speakers may carry this pattern into English and say something like "The horse are running" instead of "The horses are running."

Word Order

Word order, while relatively fixed in both Navajo and English, differs widely in the two languages. For example, when subject and object both occur in the same Navajo sentence, the normal order is subject+object+verb. When an indirect object is added, it must always precede the direct object. English not only has a different order of elements: the arrangement of elements is somewhat more flexible.

Most of the inflectional elements of words occur as prefixes in Navajo but as suffixes in English. This may partly explain why Navajo speakers omit inflectional suffixes in English.

English prepositions also constitute a potential problem in word order for the Navajo speaker, who is accustomed to the postpositions of his language. These usually occur as suffixes attached to the object, very different from English prepositions which occur as independent forms before their objects. The English phrase "toward it" would be expressed as *bichʔiʔ* (*bi*--'it', -*chʔiʔ*--'toward') in Navajo, and therefore may be replaced with the more literal translation "it toward."

Article

There are no words in Navajo which correspond exactly to the English definite and indefinite articles (although there are forms which can be used to show definiteness and indefiniteness). Navajo speakers may therefore omit the articles in English, producing such non-standard constructions as "Joe has red hat" or "Book on table is red."

Adjectives

With only a few exceptions, there are no adjectives in Navajo. The closest form to the adjective as it is used in English is a "neuter verb" which occurs after the noun, really constituting sort of a relative clause. English adjectives, therefore, constitute a new grammatical class to be learned. Navajo speakers learning English may have some difficulty using adjectives before nouns, as in "the pretty girl," long after they can produce adjectives in the predicate position, as in "The girl is pretty."

Intonation

Navajo speakers often use English pitch and stress patterns inappropriately when they are learning the language. These patterns are used in English to differentiate several types of meaning that are indicated in Navajo by the use of particles.

Antonyms

The Navajo language usually represents opposites by means of negation rather than by the antonyms that are so commonly used in English. The Navajo speaker may, for example, use the corresponding opposites "good"/"not good" rather than "good"/"bad."

Questions

In Navajo questions are formed by the insertion of a question particle into a statement. English questions are formed in a variety of ways: questions with yes/no responses are formed by inversion of the subject and the finite verb, e.g., "Is this your book?" or "Does he live here?", or by means of a change in intonation, as in

"You're coming?" Questions asking for information are formed by means of a question word which occurs at the beginning of the question. The Navajo speaker may have considerable difficulty in learning these patterns, especially the inversion form.

IV. METHODS

The curriculum of the bilingual kindergarten should provide for periods of formal instruction, informal learning, and creative and physcial activity. Only Navajo, the first language of the children, should be used during the first month of school. English should then be introduced gradually as a second language of instruction.

The instructional material is divided into four main areas: communication, creative expression, environmental concepts and relationships, and abstract concept development. Each area includes a list of objectives, required materials or other preparation, and suggested activities.

Within these areas, the curriculum of the bilingual kindergarten should provide:

1. Varied directed experiences.
2. Opportunities and encouragement for individual exploration and discovery.
3. Dramatic play.
4. Creative activity.
5. Healthful surroundings.
6. Direct language instruction.
7. Reading readiness activities for developing visual and auditory discrimination.
8. Music.
9. Stories and books.

10. Security.

Permeating all areas of the kindergarten curriculum should be a concern for developing concepts and oral language proficiency.

Varied directed experiences

Some of the environment can be brought into the classrooms--animals, fish, plants, musical instruments, and toy trucks. Some can be visited on field trips--hospital, police station, store. Seeds can be planted, rocks and leaves collected, and tadpoles observed as they turn into frogs.

Varied language activities can accompany the sensory experiences suggested. First, the objects brought into the classroom should have verbal labels. Children should be encouraged to use these labels in reference. More mature children will be ready to begin associating a written symbol with an object, and many could be visibly labeled with a Navajo word. These objects which the children experience should provide many content words for direct language instruction. Because the objects are in the room, the children will want to know what they are and will have opportunities to use the words over and over.

Pictures can be taken during field trips and used in various ways. Slides will stimulate class discussion as children see themselves, their friends, and scenes from a familiar experience. After free discussion, some children might take turns describing pictures for an "oral experience chart" to be tape recorded for later review or presentation to parents or visitors. Such an activity will incidently provide an excellent record of language growth for the class as a whole. Prints, perhaps taken from slides, could be available in the room for spontaneous language practice.

Individual exploration and discovery

Children should have some opportunity to discover more about their environment, social relationships, and themselves in their own time and in their own way. The school can provide this opportunity by allowing time in the schedule for free choice of activities and including objects in the environment which will stimulate such exploration.

During this free time, language use can be encouraged by teacher and aide. They should circulate quietly among the children asking

Haʔátʔíí shąʔ baa naniná?

(What are you doing?), and listening. This question should be asked in Navajo at the beginning of the kindergarten year and the adult may help provide labels the child needs in the language and may not have acquired yet.

Among the activities available during this period should be several which require language. Telephones may be introduced into the room, for example. A tape recorder should be available for experimentation; many children will enjoy talking or singing and hearing their own voices. Pictures and objects used in directed lessons should be available for further exploration. The children will have heard the labels for these items and perhaps be better able to use them in verbalizations.

It is also during this free time that the teacher will best be able to get the shy child to communicate verbally when he will be less reticent than before the group. The emphasis during this period should be on language fluency.

Dramatic play

The play hogan or doll corner will be a major incentive for dramatic play. The situation should provide an opportunity for the children to practice the common household words they are most likely to know in Navajo. In this setting, those who do not know the necessary vocabulary will hear the words used by other children.

Hats or other clothing often stimulate role playing in children. After studying community helpers, for instance, replicas of the hats worn by nurses or policemen should be available for use in play situations. Blocks are adaptable for making jails, hospitals, or whatever is desired.

Hand and stick puppets are easy for young children to manipulate, and a variety should be made available during the year. Some should be presented during story time and then left accessible to the children. Others might be introduced during directed language activities.

Most of this dramatic play will occur during the loosely scheduled block of time allowed for free choice of activities. Some should be on a more organized basis, and many of the language lessons will call for dramatic activities to give meaning to action words or a more interesting setting for pattern drills.

Creative activity

Varied media should be available in the classrooms to encourage creative activity. This could include rocks, leaves, weeds, flowers, sand, paint, scrap paper and paste. These activities provide good opportunities to teach colors and shapes, particularly with pre-cut circles, squares, and triangles of construction paper to be assembled and pasted in original designs.

Healthful surroundings

It is of course important from a health standpoint to provide proper ventilation, temperature, and nutrition. With some imagination, even lunchtime can become, in addition, a language activity. Pattern practices, for instance, may be used as the children are served or serve one another. It is important that the patterns used in these situations be simple and consistent, particularly if they are in the second language. Many teachers have recognized the motivational value of snack time for language learning, but it is a mistake to require, "May I please have a _____," as some have done. Too frequently, requiring complex patterns before simple ones have been mastered results in frustration and silence.

Direct language instruction

The immediate goals of language instruction are to have the children discriminate and produce the distinctive sounds (phonemes) of the language or languages to be taught, to interpret and produce the basic sentence patterns, and to acquire an adequate vocabulary. The sounds of a language are not taught in isolation, just as sentence structures cannot be taught without using words strung together. Insofar as possible, however, each succeeding language activity presented to children should add only one new element to what has already been learned. Linguists have emphasized teaching the sound system and structural processes; they become automatic and have therefore often been ignored as part of language development. When the structural framework has been learned using a limited number of words, the required vocabulary can easily be added. This is not to suggest that the vocabulary is not important; the question is only one of initial emphasis and perspective. Consideration is given in the suggested activities for the year to the selection of vocabulary content for the language activities.

The elements of language are learned in the following order: Listening, speaking, reading, writing. Children should first hear the language and then be required to produce what they have heard. Reading and writing come only after some fluency has been achieved in speech, and even then, the initial written material should contain no structures which have not first been introduced orally.

Direct instruction should be given to all children in both Navajo and English in brief, regularly scheduled language periods, although only Navajo should be taught for the first month of school.

Vocabulary should be presented within these structures. Whenever possible, more than one object should be used to illustrate the range of meaning appropriate to each word.

Reading Readiness Activities

In addition to the general concept and language development aims of the entire kindergarten curriculum, the reading readiness period will promote skills in auditory and visual discrimination and in letter knowledge. While the capacity to discriminate is partially maturational, these skills can be developed to a great extent. While auditory discrimination is essential in hearing the sounds of a new language, and while visual discrimination is an important prerequisite for eventual reading, the readiness activities in themselves are worthwhile on several counts.

Both group and individual activities provide additional situations for language use. Children will have the opportunity to learn as much as they are ready to learn without being frustrated by pressure to do more or curriculum restraints preventing maximum progress.

Auditory discrimination begins with discrimination of gross sound differences, and visual discrimination begins with objects. The concepts "same" and "different" should be taught at this time. Hold up two identical pencils and ask

When Navajo is the primary language spoken in the children's homes, it can be assumed that they have a fair control over the sound system of the language when they come to school and also know quite a bit of its grammar and vocabulary. Lessons in English should assume no contact at all with the language, and should teach the sound system as well as the basic sentence patterns.

Similar vocabulary items may be presented through the structures of both languages, although lexical equivalence is not necessarily desirable. Function words will be needed in both languages, of course, and the content words should be selected for immediate need and usefulness in each language. Words relating to home and family will be particularly useful in Navajo, and words relating to school in English. All of the activities and experiences of the kindergarten program should be designed to develop the concepts for which labels can be provided in both Navajo and English.

Beginning in the third month of school, the sound contrasts which exist in English, but not in Navajo, should be taught. The grammatical patterns and function words of English should be presented in the sequence outlined in the English curriculum guide.[1]

---

[1] Saville, Muriel R. Curriculum Guide for Teachers of English in Kindergartens for Navajo Children, Washington, D. C.: Center for Applied Linguistics, 1969, pp. 6-15.

Díísh tʔáá aheełtʔé?

(Are these the same?). The children should be able to respond

Aooʔ, tʔáá aheełtʔé.

(Yes, they are the same). Then hold up a pencil and a pen and ask the same question. The children should answer

Ndagaʔ, doo aheełtʔée da. Eii tʔáá ałʔąą átʔé.

(No, those aren't the same. Those are different.). A similar procedure should be followed asking

Díísh tʔáá ałʔąą átʔé?

(Are these different?).

Those children who perceive these differences may advance to pictured representations of objects, and then to letters that have very different shapes, such as T and O.

A variety of games for auditory and visual discrimination have been developed. Many of these will be suitable for group and individual activities in the kindergarten program along with others designed specifically for the Navajo bilingual classes.

All reading readiness activities will prepare the children to begin reading in Navajo before they begin reading in English. The script adopted by the 1969 Conference on Navajo Orthography[2] will be used. The alphabet is listed on pages 14 and 15 of this guide. It recommends the following prosodic markers:

1. Length is indicated by double letters, e.g. *aa*.
2. High tone is indicated by ´ above letter, e.g. *áá*, *ń*.
3. Nasalization is indicated by hook under letter, e.g., *įį*.

Since the names of the letters will be used by teachers and children in the reading readiness program, the following conclusions of the conference are also of great interest:

1. The vowels should be referred to by their "Navajo names," that is, sounded.
2. The consonants should be referred to by their English names.
3. The tone mark and the nasalization hook could be referred to either in English or in Navajo.

---

[2] *Conference on Navajo Orthography*, Albuquerque, New Mexico, May 2-3, 1969. Washington, D.C.: Center for Applied Linguistics.

Music

Walking in line is fun to martial music, creative movement inspried by varied melodies, and language use encouraged by the addition of rhythm, rhyme, and group response. Navajo songs should be taught, such as Shíí Násha (The Navajo Happiness Song). While structure and vocabulary are not controlled in songs in English, many will later provide excellent phonological drill and use repetitious patterns suitable for this age and language level.

Musical games provide as much opportunity for the children to practice pronunciation errors as correct responses, and the teacher must be especially alert to the language habits being developed during such informal drill if the songs are in English.

Stories and books

Stories should be told or read to the children each day and books always made available for "picture reading." Most stories (all during the first month) should be read in Navajo, and selected for suitable interest level. Pictures are important clues to meaning when vocabulary is limited.

Film strips are available, and some provide marvelous illustrations for effective story telling. A few are worth translating into Navajo for use in the kindergarten program.

Specific skills for handling books may be taught, such as starting at the front or care in turning pages, but the most important lessons here will be in the appreciation and enjoyment of stories.

Security

No block of time can be set aside in the schedule for "security." The curriculum will contribute to it by providing routine--stable sequences in the daily activities.

The instructional materials will add to the children's security by providing for levels of maturity and capacity without frustrating even the slowest.

Above all, the total school environment will be accepting, emphasizing the value of each child.

V. THE SCHEDULE

The daily kindergarten schedule should be flexible enough to allow for individual and group differences, increasing periods of formal instruction during the school year, special events or projects, and even variations in the weather. The following schedule is a suggestion of how time might be allotted during the first weeks of school:

9:00-9:10	Opening Activities Greetings Name Tags Learn names of others. Recognize own name in written form.
9:10-9:30	Abstract Concept Development Number Concepts Colors Shapes Reading Readiness Activities
9:30-10:00	Snack Time Teachers and children talk in Navajo about the snack or other topics.
10:00-10:45	Creative Expression Art Music Free Choice of Creative Activities
10:45-11:15	Outdoor Play
11:15-11:45	Environmental Concepts and Relationships Science Health Social Studies
11:45-12:30	Lunch Time
12:30-12:50	Communication (Navajo only during the first month.) Stories Review and Discussion of Day's Activities

12:50-1:00	Prepare for Going Home

When English as a Second Language is introduced in the third month, the daily schecule might look like this:

9:00-9:10	Opening Activities
9:10-9:30	English as a Second Language
9:30-10:00	Snack Time
10:00-10:20	Abstract Concept Development
10:20-10:50	Creative Expression
10:50-11:15	Outdoor Play
11:15-11:45	Environmental Concepts and Relationships
11:45-12:30	Lunch Time
12:30-12:50	Navajo Stories, Oral Language Development
12:50-1:00	Prepare for Going Home

By spring, more time should be allotted for directed periods of learning:

9:00-9:10	Opening Activities
9:10-9:30	Reading Readiness Letter Names (in Navajo) Auditory and Visual Discrimination
9:30-9:50	Snack Time
9:50-10:20	English as a Second Language
10:20-10:40	Creative Expression
10:40-11:00	Outdoor Play
11:00-11:20	Abstract Concept Development Number Concepts

11:45-12:30	Lunch Time
12:30-12:50	Oral Language Development Stories in Navajo told by teachers and students. Introduce stories in English with visual aids to illustrate meaning.
12:50-1:00	Prepare for Going Home

VI. PREPARING THE CLASSROOM

The school environment at the beginning of the year should be as close to that found at home as possible. The following objects might be brought into the classroom by teachers, aides, or other people in the community:

dah iistłʔó	loom
naabeehó awééshchíín	Navajo doll
aghaaʔ	wool (yarn)
yaateeł	sheepskin
daanéʔe łį́į́ʔ	play horse
łį́į́ʔ biyéél	saddle
azáátʔiʔí	bridle
hooghan	hogan
tsin	trees
koʔkʔeh	fireplace
chizh	fire wood
naniseʔ chʔil	plants
tʔáá diné biʔééʔ	Navajo costume
sis łichíʔí	sash belt
kélchí	moccasin
akʔǫ́ǫ́ʔ	fruit and vegetable seeds
séí bee sikání	sand box
tʔáá diné biłeetsʔaʔ	Navajo dishes
agháál	rattle
ásaa dádeestłʔónígíí	drum

ásaa bee yiltązhí	drum stick
tsé	rocks
awéétsˀáál	cradle
tsé bee akˀaashí	grindstone
naadą́ą́ˀ	corn
dáábalii	shawl
hashtłˀish	mud (native clay)
tsintsˀósí	play sticks
tłˀóół	ropes
akałii bichˀah	cowboy hats
tsˀąą	Navajo basket
adeeˀ	gourd
atsˀos	feather or plume
tóshjeeh	water jug
honishgish	poker, fire
ádístsiin	stirring sticks
béˀézhóóˀ	hairbrush (straw or grass)
tsédaashjééˀ or daashchˀíní	grinding stones
akˀidah yiˀniłí	saddle blanket
łį́į́ˀ behétłˀóól	hobbles

Since it is very important at this stage to also include the language of the home in the classroom, please check this list of Navajo words to see if it is correct _for_ _your_ _area_. If a different word is used by the children and their families, USE THAT WORD INSTEAD OF THE ONE LISTED HERE.

VII. INSTRUCTIONAL MATERIAL

A. Communication

1. Navajo

a. Objectives

To help the child learn that listening is basic to all learning.

To help the child develop mannerly ways of listening in conversational situations.

To help the child to associate and relate what he hears to experience.

To help the child express ideas.

To give the child an opportunity to relax.

To teach some of the Navajo vocabulary which the child may not already know.

b. Activities

1) Many stories should be told by visiting parents, teachers, or aides.

2) Present the White Horse Story and the Skunk Story on different days with the use of a flannel board and felt pieces. The children may be given the responsibility of putting up certain felt pieces. The children listen and watch as the teacher presents the story. After the story is finished, the teacher may ask questions of the children. The teacher might then ask for volunteers to present the story a second time.

3) a) The teacher models by placing a rock under and on top of the sheep skin.

   b) The teacher asks individuals where the rock is when it is in each position.

    c) The teacher asks individuals to place the rock in a certain position to evaluate and reinforce their understanding of the concepts and labels.

    d) The children should be permitted to model as teachers and repeat the activity if time permits.

4) Introduce the primary colors red, blue and yellow in the Navajo language. Have the children paint in the color or colors of their choice. Talk about the colors and the pictures.

5) Encourage conversation during lunch time and during various school activities. Ask the children to tell you about what they are doing, and listen.

c. Sample Navajo Lesson

1) Objectives

To understand some positional relationships and be able to express the following concepts in Navajo: on/under, behind/ in front of, inside/beside.

2) Materials

Table, Indian doll, drum, stick, large box, and pictures (included).

3) Activities

a) Place the drum on top of the table and describe its position to the class:

Ásaaʔ bikááʔ adání bikááʔ siʔą́.

Have the children repeat the sentence. Then ask individual children where the drum is and have them repeat the same sentence again.

b) Show the picture of the drum on the table and repeat the same procedure.

c) Place the drum under the table and say:

Ásaaʔ bikááʔ adání biyaagi siʔą́.

Ask the children where it is, and repeat with the appropriate picture.

d) Continue to illustrate positional relationships, first with objects and then with the pictures. The following Navajo sentences should be introduced:

Awééshchíín dóó ásaaʔ bikááʔ adání bikááʔ sinil.

(The doll and drum are on top of the table.)

Awééshchíín dóó ásaaˀ bikááˀ adání biyaagi sinil.

(The doll and drum are under the table.)

Ashkii tsin bidááhjí dah yootį́į́ł.

(The boy is holding the stick in front of him.)

Ashkii tsin bineˀjí dah yootį́į́ł.

(The boy is holding the stick behind him.)

Ásaaˀ dóó tsin ashkii bidááhjį́ sinil.

(The drum and stick are in front of the boy.)

Ásaaˀ dóó tsin ashkii bineˀjí sinil.

(The drum and stick are behind the boy.)

Awééshchíín tsitsˀaaˀ yiiˀ sitį́.

(The doll is in the box.)

Ashkii tsitsˀaaˀ yiiˀ sizį́.

(The boy is standing in the box.)

Awééshchíín tsitsˀaaˀ yííghahgóó sidá.

(The doll is beside the box.)

Ásaaˀ tsitsˀaa bííghahgóó siˀą́.

(The drum is beside the box.)

e) The children may take turns placing the objects on, under, behind, in front of, inside, or beside another object and asking others where it is.

f) When most of the children can express these positional relationships, other objects in the room or other pictures should be added. If a few children cannot express these concepts, they should be given additional direct instruction by the teacher or aide while the rest of the class is continuing with another activity.

2. Introducing English

Navajo should continue to be the only language of instruction during the second month in classes where the children are fluent in Navajo. English will be introduced during this period, but primarily to help develop a motivational state of readiness in the children to learn the second language. The limited English content during this period will also help to familiarize the children with the new sounds and intonation patterns. Lessons this month involve only exposure to the sounds of English in an informal setting, and the teacher and aide should continue to use only Navajo for all other activities during the day.

a) Objectives

To introduce English into the classroom in an informal and pleasant manner.

To let the children hear English intonation patterns, both as spoken by the teacher and by a male, native English-speaking storyteller.

To expose the children informally to sounds not used in Navajo, such as the /ŋ/ of sing, the /r/ of run, and the /ð/ of them.

To let the children hear familiar sounds in new word positions, or in new combinations, as the /m/ of autumn and the /sn/ of snow.

By using pictures and activities for which concepts have been developed in Navajo, to convey the idea that English can express similar concepts: that is, it has meaning.

b) Materials

Four pictures of trees and leaves used in science, the ten white sheep used in abstract concept development, flannel board pictures for "Engine on the Wheels" (pattern included), tape recorder, and tapes of "Ten White Sheep" and "Engine on the Wheels" and the poem "Sing a Song of Seasons."

c) Activities

1) Say this poem using four pictures of trees and leaves drawn to illustrate the science lesson on seasonal changes.

Sing a song of autumn,
Leaves are falling down;
Sing a song of autumn,
Leaves are golden brown.

Sing a song of winter,
It is icy cold;
Sing a song of winter,
When it snows, we're told.

Sing a song of springtime,
Trees are getting green;
Sing a song of springtime,
New flowers to be seen.

Sing a song of summer,
Children in the sun;
Sing a song of summer,
Let's all see them run.

Hold up the appropriate picture for each stanza as you play the tape recording of the poem. Let individuals or small groups of children listen to the tape, if they wish, on subsequent days.

2) Place the ten white sheep on the flannel board or let ten children hold them. Say the poem, removing the sheep one by one as indicated.

Ten white sheep are standing in a line.
One goes away and now there are nine.

Nine sheep standing oh, so straight.
One goes away and now there are eight.

Eight white sheep--one's name is Kevin.
He goes away and now there are seven.

Seven white sheep are chewing on sticks.
One goes away and now there are six.

Six white sheep are glad to be alive.
One goes away and now there are five.

Five white sheep. How many more?
One goes away and now there are four.

Four white sheep are looking at me.
One goes away and now there are three.

Three white sheep are looking at you.
One goes away and now there are two.

Two white sheep are standing in the sun.
One goes away and now there is one.

One white sheep is standing all alone.
He goes away and now there is none.

3) Play the poem on the tape recorder. Let children remove the sheep one by one as directed on the tape. (The children do not need to understand the words to participate, but only the concept that the sheep are to leave one by one.)

4) Have the tape and flannel board available so that individual children or small groups may choose to listen again and act out the poem.

5) Play the tape of "Engine on the Wheels" and put the appropriate pictures on the flannel board while the poem is in progress. Whenever the wheels go "round-round-round," make a circular motion with fists or hands.

   (a) (Put engine and wheels on flannel board.)

   There are three round wheels upon the ground,
   And on these wheels there was an engine.
   With wheels on the ground,
   The engine makes the wheels go
     round-round-round.

   (b) (Add the chair.)

And on the wheels there was a chair.
With the chair on the wheels
And the wheels on the ground,
The engine makes the wheels go
  round-round-round.

(c) (Add the girl.)

And on the chair there was a girl.
With the girl on the chair
And the chair on the wheels
And the wheels on the ground,
The engine makes the wheels go
  round-round-round.

(d) (Add the hat.)

And on the girl there was a hat.
With the hat on the girl
And the girl on the chair
And the chair on the ground,
The engine makes the wheels go
  round-round-round.

(e) (Add the rose)

And on the hat there was a rose.
With the rose on the hat
And the hat on the girl
And the girl on the chair
And the chair on the ground,
The engine makes the wheels go
  round-round-round.

(f) (Add the bee.)

And on the rose there was a bee.
With the bee on the rose
And the rose on the hat
And the hat on the girl
And the girl on the chair
And the chair on the wheels
And the wheels on the ground,
The engine makes the wheels go
  round-round-round.

6) Let the children listen to this tape, also, when there is a free choice of activities. They may put the flannel board pictures up in sequence as they listen.

7) Have other tapes and records of stories in English available for this daily "exposure" to the sounds of English.

3. Basic Sentence Patterns

Formal English instruction will begin by the third month in most classrooms, but no verbal responses from the children will be required in the first fifteen lessons. They observe first, then perform only familiar actions in response to the verbal cues. The children do not have to pronounce words until they recognize them and understand their meaning. Action verbs, rather than nouns, are introduced first to permit active responses on the part of the children and actual demonstrations of meaning in presentation by the teacher and response.

Children who already know some English will be able to progress through these activities very rapidly. Children who know no English will probably progress at the rate of one lesson every day or two. There is no reason for all of the children to do the same thing each day, but keeping them in two or three groups for language instruction may be convenient for the teacher.

During this period, no more than 30 minutes a day should be spent on English, but it is important to have it a daily activity. More time will be added in later stages.

LESSON 1

Focus: Present progressive tense and commands.

New Words: I, he, she, it, am, is, walk, run, jump, sit, stand.

Activities

1. Demonstrate each of the five verbs to the class. Say

   I am walking.

   as you walk, and

   I am sitting.

   as you sit, etc.

2. Give a command to the aide and then describe his (her) action. For instance, tell him (her)

   Stand!

   and then say

   He (she) is standing.

   Sit!

   He (she) is sitting.

   Continue until all five verbs have been demonstrated.

3. Give a command to several children, one at a time, and describe their action. Say to one child

   Jump!

   and then say to the class

   He (she) is jumping.

   Continue until all five verbs have been demonstrated, and until all children have a chance to participate and demonstrate an understanding of the five verbs.

4. Show the appropriate pictures to the class as you say the following sentences:

    He is sitting. (1)

    She is running. (2)

    He is jumping. (3)

    It is jumping. (4)

    She is walking. (5)

5. Place the same five pictures where the children can see all of them--perhaps pinned to a bulletin board. Repeat each sentence and have individual children point to the picture which goes with it.

LESSON 2

Focus: Present progressive and commands.

New Words: we, you, they, are, eat, drink, sleep, play.

Activities

1. First use the new verbs with the singular pronouns introduced in Lesson 1. Use real food and liquid to illustrate eating and drinking.

   I am drinking.

   I am eating.

   I am sleeping. (Pretend to be sleeping.)

   I am playing.

2. Give a command to the aide and describe his (her) action.

   He (she) is eating, etc.

3. Act out any of the nine verbs with the aide or a child and say

   We are ----ing.

   Give a command and then say to the child responding

   You are ----ing.

   Give a command to more than one child at the same time. Say to the class as the children are responding

   They are ----ing.

4. Show the appropriate pictures to the class as you say the following sentences:

   He is eating. (6)

   She is eating. (7)

   It is eating. (8)

They are eating. (9)

She is drinking. (10)

It is drinking. (11)

She is sleeping. (12)

He is playing. (13)

She is playing. (14)

They are playing. (15)

5. Place five or six pictures where the children can see them, repeat some of the sentences above, and have children point to the appropriate picture. Use different combinations of pictures until all can be recognized.

6. Use the sentences which have been presented in real class situations. At snack time, for instance, point to individual children and say

   He is eating.

   She is drinking, etc.

   During play time, point to a group and say

   They are playing.

   If a child falls asleep during rest time, use the chance to illustrate

   He is sleeping.

LESSON 3

Focus: Proper nouns and the conjunction of nouns.

New Words: and, (use the children's names).

Activities

1. Give commands to the children as before, adding their names to the command and description.

   Walk, Joe!

   Joe is walking.

   Eat, Mary!

   Mary is eating.

2. Let the children take turns performing any action described so far. Say the appropriate sentence as each is being carried out.

   Dick is jumping.

   Nancy is walking.

   Bill is standing.

3. Give commands to two children and describe the action of both.

   Mary and Joe are sitting.

   Dick and Bill are jumping.

   Let pairs of children choose activities to perform and describe the action.

LESSON 4

Focus: Definite article.

New Words: the, boy, girl, horse, cat, doll.

Activities

1. Give a command to one boy as before. Describe his action, using proper noun, pronoun, and common noun.

   Run, Joe!

   Joe is running.

   He is running.

   The boy is running.

   Repeat with a girl.

   Walk, Mary!

   Mary is walking.

   She is walking.

   The girl is walking.

   Continue with all verbs, alternating between boys and girls.

2. Use a doll much as a puppet and pretend that it is performing some of the actions. Describe them.

   The doll is standing.

   The doll is jumping, etc.

3. Use all of the pictures described earlier and describe them again, using both pronouns and common nouns.

   She is eating. The girl is eating. (7)

   He is eating. The boy is eating. (6)

It is eating. The cat is eating. (8)

They are eating. The boy and the girl are eating. (9)

4. Describe a picture and let individual children select the picture being talked about.

LESSON 5

Focus: Negative.

New Words: not.

Activities

1. Walk back and forth in front of the class and say

   I am not running.

   I am not sleeping.

   I am not jumping.

   I am walking.

2. Call on individual children and pairs of children to perform an action and describe each in the same manner.

   He is not sleeping.

   He is not walking.

   He is not eating.

   He is jumping.

   Substitute proper nouns (Joe) and common nouns (the boy) for the pronouns in these descriptions.

3. Show the pictures which already have been introduced and make a negative and then a positive statement about each.

   The girl is not eating.

   The girl is sleeping. (12)

4. Have five children stand in front of the class. Tell one to sit. Point to the four and say

   They are standing.

Point to the one and say

He is not standing. He is sitting.

Repeat with other children and all verbs.

LESSON 6

Focus: Prepositional phrase.

New Words: to, on, over, under, chair, table, door, window.

Activities

1. Walk around the room, describing where you are going.

   I am walking to the chair.

   I am walking to the table.

   I am walking to the door.

   I am walking to the window.

2. Give commands to individual children, but do not yet include the destination in the command.

   Run, Joe!

   Do include the direction when describing Joe's action.

   Joe is running to the door.

   Jump, Mary!

   Mary is jumping to the window.

3. Add the other prepositions in similar descriptions.

   I am sitting on the chair.

   The doll is sitting on the chair.

   The doll is sitting under the chair.

   The boy is standing on the chair.

   The boy is jumping over the chair.

4. Have individual children perform some activity in relation to one of the nouns named and describe what they are doing to the class.

The boy is sitting under the table.

The girl is running to the chair.

Continue until each child who desires has had a turn.

LESSON 7

Focus: Prepositional phrases in commands.

Activities

1. Give commands to the whole class for them to follow together.

    Walk to the window.

    Jump to the door.

    Sit under the table, etc.

2. Give similar commands to individual children. Their ability to follow these directions will let you know if they understand the verbs, nouns, and prepositions which have been presented so far or if further drill is needed by some of them.

3. Give two commands to one child and have him follow them in sequence.

    Walk to the door. Jump to the table.

    Some children will be able to follow three or four directions in sequence at this time. This is good practice in listening to English.

4. Tape record some of the directions and let the children practice following them from the voice cue alone--without seeing the speaker. Individual children may choose to listen to the tape and follow the directions as a free activity. Although they are not yet required to speak English, some may choose to repeat the commands at this time.

LESSON 8

Focus: Demonstrative pronoun (this).

New Words: this, a, an, desk, box, radio, chalkboard, tape recorder, airplane, eraser.

Activities

1. Touch objects in the room for which English labels have already been provided and say,

   This is a chair.

   This is a table.

   This is a door, etc.

   Add desk, box, radio, chalkboard, tape recorder.

2. Touch the two objects to be introduced which begin with vowel sounds and say

   This is an airplane.

   This is an eraser.

   At this time, the children need only recognize that airplane and eraser are preceded by an.

3. Small pictures of door, window, doll, table, desk, box, cat, chair, horse, airplane, boy, and girl have been provided (16-17). Cut out each and paste on separate 3 x 6 pieces of tagboard to serve as flash cards. Any additional pictures of the objects which have been named may also be used. Distribute the pictures to the children. Touch an object in the room, saying as before

   This is a ----.

   The child who has the picture of that object should then stand and show it to the class or return it to the teacher.

4. Children who do not know these words in English may be drilled as a small group using the flash cards, objects, or other pictures.

LESSON 9

Focus: This/that differentiation.

New Words: that, floor, record, record player, tape, clock.

Activities

1. Touch one of the familiar objects and say as before

   This is a chair.

   Point to a familiar object across the room and say

   That is a table.

   Continue reviewing the names of objects, using this when close enough to touch, and that when too far away.

2. Introduce the new nouns in the same patterns using objects for illustration: clock, floor, record, record player, tape. Use the flash cards as before. When a child stands to show his picture this time, however, point to it and say,

   That is a ----.

3. Have five children hold pictures in front of the class and you hold five different ones. Show one of your own and say

   This is a ----.

   Point to one of the children's and say

   That is a ----.

4. The cards may again be used to drill any of the children who do not know these words in English.

LESSON 10

Focus: Direct object.

New Words: touch, take, crayon, pencil, book, bead, block, car, truck.

Activities

1. Hold up objects which illustrate the new words and introduce in the pattern

    This is a crayon.

    This is a pencil, etc.

2. Put the objects on the table, touch one and say

    I am touching the ----.

    Pick one up and take it from the table, saying

    I am taking the ----.

3. Tell one child to touch an object.

    Touch the block, Joe.

    Then tell him to take it.

    Take the block.

    Continue, choosing different children and objects. Then add pictures and repeat using them as objects for responses.

4. Include touch and take in the commands given earlier along with all the new nouns. You can now give a wide variety of commands to children to review vocabulary and test their understanding.

    Sit under the desk.

    Take the doll.

    Touch the window.

    Run to the record player.

Jump over the box.

Stand in the box.

LESSON 11

Focus: Indirect object.

New Words: show, give, me, him, her, us, them.

Activities

1. Pick up one of the objects previously introduced and say

   I am showing you a ----.

   Hand the object to one of the children and say as you do

   I am giving him (her) the ----.

   Repeat several times.

2. Tell one student to show you an object.

   Joe, show me a pencil.

   Have the child give the object to someone else.

   Give him (Bill) the pencil.

   Then tell the child who has the object to show it.

   Bill, show me the pencil.

   Tell him to give it to someone and continue to have the pencil passed around the class in this manner. Repeat using different objects.

3. Have one child join you in front of the class and change me to us in the commands. Then substitute them, indicating that the object should be shown to the entire class.

LESSON 12

Focus: Polite form of commands and responses.

New Words: please, thank you.

Activities

1. Continue giving commands to the whole class or to individual children, but adding please to each.

   Please run to the door.

   Please sit on the floor.

2. Add thank you whenever a command is followed.

   Please show me the crayon.

   Thank you.

   Please give him the book.

   Thank you.

3. Review all commands given in the first eleven lessons; including sequences of commands as introduced in Lesson 7:3.

LESSON 13

Focus: Conjunction of verbs or verb phrases.

Activities

1. Describe more than one action being performed by the same subject, either dramatized or pictured.

   The girl is sitting and eating.

   The girl is sitting on the chair and eating.

2. Give two commands in sequence to various children and have them follow them both without pausing in between.

   Please run to the table and sit under it.

   Please walk to the chair and stand on it.

   Please show me the ball and give me the pencil.

3. Tape record directions to be followed by individuals or by small groups of children receiving only vocal cues.

LESSON 14

Focus: Plurals of count nouns.

New Words: these.

Activities

1. Touch one object, then two or more simultaneously, saying

   This is a chair. These are chairs.

   This is a book. These are books.

   Repeat for the names of all familiar objects which can be counted.

2. Give commands using both singular and plural objects. Note that the can be used with either, but a only with singular.

   Show me chairs.

   Give me a chair.

   Touch the pencil.

   Touch the pencils.

3. Have the children sit in a circle on the floor with many objects in the middle. Give commands as before, but add two different objects as a possibility.

   Show us a book.

   Show us books.

   Show us a book and a crayon.

   Show us a book and crayons.

LESSON 15

Focus: These/those differentiation.

New Words: those.

Activities

1. Touch one object, then more, saying

   This is a ----. These are ----.

   Point to one further away, and then to more, saying

   That is a ----. Those are ----.

2. Let individual children touch or point to any objects or pictures which have been named in this unit. If singular, say

   That is a ----.

   If plural, say

   Those are ----.

   Children who do not understand all of the English words presented should be retaught in small groups. Children who already understand the words presented so far may learn additional ones in the same sentence structures. These words should be added to activities already used, with the introduction of additional objects and pictures for illustration. Those children who understand the commands and descriptions given may now progress to the lessons requiring verbal response. Since children come to school from different language backgrounds and with different learning rates, teachers who are sensitive to these differences will probably want to group for further instruction in English.

LESSON 16

Focus: Commands and questions with yes/no responses.

New Words: listen, repeat, do, don't, no, yes, isn't, man, woman, baby.

Activities

1. Show a few familiar pictures or objects to the class and describe them. Say "Listen," before each description and do not allow the children to repeat the description after you.

   Listen! The boy is sitting. (1)

   Listen! The boy is not walking.

2. Show the same or additional pictures and objects to the class and again describe them. After each description say "Repeat," and have the class repeat the description exactly as you have said it.

   Listen! She is sleeping. Repeat! (12)

   She is sleeping.

   Listen! The girl is not hopping. Repeat!

   The girl is not hopping.

3. After the class understands what you want them to do, give the directions to individual children.

   Listen! He is playing. Repeat, Joe!

   He is playing.

4. Introduce the negative command by saying one of the sentences used earlier and adding to it.

   Listen! She is sleeping. Do not repeat.

   Indicate disapproval if any children respond when told not to repeat the sentence. Briefly explain in Navajo if the children have trouble understanding what is expected.

5. Alternate positive and negative commands, such as *Jump!* and *Do not jump!* with the children responding only to the positive (or affirmative) ones. Change to the contracted forms, *Don't jump!* or *Don't stand!* and alternate these commands with their full forms. The more polite form with *please* should be reintroduced.

6. Review many of the verbs presented in Stage II by giving commands and then having one child respond to each with the appropriate action. Ask another child or the entire class to describe the activity. This drill would have the following form:

   Johnny, please walk to the table.

   Johnny should walk to the table. If he doesn't understand, repeat the command in English and then explain it in Navajo so that he will make the appropriate response.

   Cue the class that you want them all to speak.

   Class.

   Johnny is walking to the table.

   Mary, please stand.

   Mary should stand.

   Class.

   Mary is standing.

   Joe, please do not (or *don't*) *hop.*

   Joe should do nothing.

   Class.

   Joe is not (or *isn't*) *hopping.*

   If the class does not give the correct response in English at this point or at any other time during the English lessons, do the following things:

   a. Say the desired response in English.

b. Translate it into Navajo so the meaning will be understood.

c. Say the response again in English and have the children repeat it after you.)

Rose, please do not (don't) sit on a chair.

If Rose is sitting on a chair, she should get off it; otherwise, she should do nothing.

Frank.

Rose is not (isn't) sitting on a chair.

Other commands which could be reviewed are

Take (don't take) the book.

Jump over a block.

Give me a pencil.

Sit under the table.

Show us a ball.

Stand on a chair.

7. Point to a familiar object or picture, such as one of a cat, and say to the class:

That is a cat.

Then say to the class

Is that a cat? Yes, it is.

Referring to the same picture or object, ask

Is this a horse?

Have the class repeat

No, it is not, or No, it isn't.

8. Review the names of objects in the classroom or pictures by asking the whole class or individual children

Is this a ----?

They should respond either

Yes, it is, or No, it isn't.

as appropriate.

9. Add the pictures of the man (18), woman (19), and baby (20) to those being reviewed. When you first show them, say

   This is a man.

   This is a woman.

   This is a baby.

   Then show the composite picture of the family (21), point to individuals in the picture, and ask

   Is this the woman? (etc.)

   The children should again respond

   Yes, it is, or No, it isn't.

   as appropriate.

10. Let individual children take the role of the teacher in pointing to objects or pictures and asking similar questions of other children in the class.

LESSON 17

Focus: Plurals in questions and responses.

New Words: tree, flower, rock, ball, balloon, blocks, beads.

Activities

1. Have several rocks, crayons, pencils, books, beads, and blocks on a table in front of the class. Hold one rock up and say:

   This is a rock. Is this a rock?

   The children should respond

   Yes, it is.

   Then hold up two or more rocks and say

   These are rocks. Are these rocks?

   The children should respond

   Yes, they are.

   The difference between Yes, it is and Yes, they are may be a difficult distinction for the children to make. Listen carefully to be sure each child is making the correct response and not practicing a mistake in English.

2. Continue the same type of pattern drill with these objects and others in the room until the class and individual children can consistently make the appropriate singular and plural responses.

   This is a crayon. Is this a crayon?

   Yes, it is.

   Are these crayons?

   Yes, they are.

Is this a book?

Yes, it is.

Are these pencils?

Yes, they are.

3. Small pictures of trees, flowers, and other objects which can be counted (22) may be added to the drill.

   Are these trees?

   Yes, they are.

   Is this a ball?

   Yes, it is.

4. Let individual children take the role of the teacher in asking questions. So far the only change is between singular and plural; all responses in this lesson have been yes.

5. Ask questions which will require negative responses.

   Are these beads?

   Yes, they are.

   Are these blocks?

   No, they are not (aren't).

6. As an additional activity, whenever the response is negative, have the class or an individual child supply the correct description.

   Is this a flower?

   No, it isn't. It is a rock.

   Are these pencils?

   No, they aren't. They are crayons.

LESSON 18

Focus: Conjunction of nouns.

New Words: or.

Activities

1. Point to individual children in the class and ask questions in the following pattern:

   Is this Joe or Mary?

   That is Joe.

   Is Joe a boy or a girl?

   Joe is a boy.

   Point to a girl.

   Is she a boy or a girl?

   She is a girl.

2. Use the same pattern to ask about objects in the classroom which are familiar to the children. Point and ask such questions as

   Is this a doll or a cat?

   Is this a chair or a table?

   Is this a door or a window?

   Is this a record player or a tape recorder?

3. Let individual children ask questions using the same pattern and call on the class or other individuals for answers.

4. Use some or all of the small pictures introduced in earlier lessons, either mounted on flash cards or backed with flannel and placed in front of the class. Take one picture, such as the cat, from view and hide it behind your back. Then ask an individual child

Is this a girl or a cat?

When he answers correctly, put the picture out of sight in a box or bag and select another, such as the ball, and ask

Is this a ball or a horse?

The child answering the question will be able to still see the horse, and should have no trouble answering

That is a ball.

The game may be made more difficult by including words which have already been used, which requires the children to remember what is missing. Hide a picture of a flower, for instance, and ask

Is this a cat or a flower?

The child who answers will not be able to see either picture, but should respond

That is a flower.

5. Put familiar objects or the same pictures in a box or bag and select one at a time to ask about, not allowing the class to see your choice. Select a crayon, for instance, and ask one child

Is this a pencil or a crayon?

If he responds

That is a pencil.

say

No, it isn't.

and call on another child for the answer. When the correct answer is given,

That is a crayon.

say

Yes, it is.

and the child making the correct response may take the teacher's role, choosing a picture or object, hiding it from view, and asking another child

Is this a ---- or a ----?

Continue this guessing game until several children have had turns asking and answering questions.

LESSON 19

Focus: Completion question with "what."

New Words: what.

Activities

1. Again, show a familiar object or picture (not of a human) and say to the class

   This is a chair.

   The class should respond

   That is a chair, or That's a chair.

   Then ask

   What is this?

   The children answer

   That is a chair.

2. After three or four objects or pictures have been named in this pattern, say only

   What is this?

   and have the children answer

   That is a ----.

   Shorten the question to its contracted form.

   What's this?

3. Alternately, hold up more objects or pictures and point to objects or pictures some distance away, asking

   What's this? or What's that?

   as appropriate. The class should respond

   That's a ----.

4. Point to two or more tables, chairs, windows, or other objects and ask

    What are those?

    The appropriate response is

    Those are ----.

    Hold up two or more crayons, pencils, balls, or books and ask

    What are these?

    The students should again respond

    Those are ----.

5. Ask individual students to name one or more objects which you hold or point to.

    What's that, Joe?

    That's a ----.

    After several students have answered, the one who answers may hold or point to an object and ask another

    What's that, Mary?

    That's a ----.

    What's this, Rose?

    Let several students answer and then ask questions in this fashion while you listen carefully to be sure *this*, *that*, *these*, and *those* are used correctly. If any student makes a mistake, have him repeat the correct form after you and the exercise will continue.

LESSON 20

Focus: Review of structures already presented.

New Words: rabbit, cowboy, hat.

Activities

1. Hold up six pictures: rabbit (23), cowboy (24), hat (25), horse (26), cat (27), and airplane (28), and say

   This is a ----.

   The children should listen, but not repeat.

2. Pantomime the words by meowing like a cat, twirling a rope like a cowboy, or hopping like a rabbit. Let the children guess which word you are representing.

3. Have the children act out the words in much the same manner. One child comes in front of the group and acts out one word. The child who guesses which word he represents acts out the next word. Several children may choose to pantomime the same word.

4. Give each child a set of six flash cards (29). Each flash card will have on it one picture, and the set of six given each child will picture an airplane, a rabbit, a hat, a cowboy, and a horse. Hold up each of the six larger pictures and say

   This is a ----.

   The children hold up the corresponding small picture and repeat

   This is a ----.

5. Put three of the larger pictures on a table or other support several feet away and hold three in front of the children. Alternate describing the pictures, saying

   This is a ----.

   That is a ----.

6. One at a time, have the children hold up one of their small pictures, saying

   This is a ----.

   The same child should then point to the teacher's pictures and say

   That is a ----.

7. Have the children sit in pairs with one set of flash cards between them. One child shows all six flash cards, one at a time. The other child says

   That is a ----.

   as each is shown. If he doesn't know one word, the child who is showing the cards says

   This is a ----.

   The two children then change places and the one who has responded to the cards now shows them to the other.

8. Give one group of children objects or pictures. Have another group ask questions, as

   What's that?

   A child will answer

   This is a rabbit.

LESSON 21

Focus: Review the use of _is_ in questions.

Activities

1. Hold up larger pictures and ask the children

   (_Mary_), _is_ _this_ _a_ _----_?

   As you ask each question, be sure you are using the correct intonation pattern for English. Have the children respond

   Yes, _that_ _is_ _a_ _----_.

   The statement response should not mimic the question intonation pattern.

2. Give each child his set of six flash cards (29). One child holds up a flash card and says

   (_Joe_), _is_ _this_ _a_ _----_?

   (Joe) responds

   Yes, _that_ _is_ _a_ _----_.

   (Joe) then asks someone else about one of his cards. Be sure the question and statement intonation patterns are used correctly by the children in all questions and responses.

3. Hide one of the larger pictures from view and act out the word. The children then guess what the picture is by asking

   _Is_ _that_ _a_ _----_?

   Repeat for three or four words. Then have one of the children hide one of his flash cards and act out the word it represents. The other children guess

   _Is_ _that_ _a_ _----_?

   The first child to guess correctly acts out one of his pictures.

4. Pin pictures of the rabbit, airplane, cowboy, cat, hat, and horse on one wall. Blindfold one child and point him in the direction of the pictures. He touches one and asks

   Is this a (horse)?

   The class answers

   Yes, it is. (or)

   No, it isn't. That is a (cat).

   Let several children take turns. Review pictures may be substituted.

5. Place several objects from around the room in a paper bag. One child puts his hand in and feels an object *without looking at it. He asks*

   Is it a (block)?

   He pulls the object out and the class answers

   Yes, it is a (block). (or)

   No, it isn't. It is a (crayon).

   Continue the game until several children have had turns.

LESSON 22

Focus: To continue with the plural form of count nouns; to teach that the plural may not be used with _a_ or _an_.

Activities

1. Hold up two pictures illustrating each of the six count nouns: airplane (28 & 35), hat (25 & 32), rabbit (23 & 30), horse (26 & 33), cowboy (24 & 31), and cat (27 & 34); one with one object and one with two or more. First hold up the picture of the singular noun, then the plural, saying

   An airplane; airplanes.

   A rabbit; rabbits. (etc.)

   Show the pictures again. This time the children say the words with you.

2. Hold up the six pictures of plural objects and say

   These are ----s.

   as you show each.

3. Give each of the children six flash cards illustrating plural objects (36). One at a time, the children hold up one of their flash cards and say

   These are ----s.

   Repeat this until each child has had a turn. Then have each child hold up one of his flash cards and say as before

   These are ----s.

   The same child then points to the teacher's picture and says

   Those are ----s.

4. Have the children sit in pairs with one set of six flash cards, one at a time, saying

   What are these?

   The other child says

   Those are ----s.

   as each is shown. If he doesn't know one word, the child who is showing the cards says

   These are ----.

   The two children then change places and the one who has responded to the cards now shows them to the other and asks questions.

5. If the children can count in English, have them count and recite the number of pictures they are shown: five horses, three airplanes, one cat, etc. (37-46).

LESSON 23

Focus: Completion question with who.

Activities

1. Show pictures of a man (18), woman (19), baby (20), girl (2), and boy (1). Ask, as you show each

    Who is this?

    The children should respond

    That's a ----.

2. Add pictures of non-human objects or animals, such as horse (26), cat (27), and airplane (28). Ask as you show each

    What is this?

    Alternate pictures of humans and non-humans, also, alternating the use of who and what in questions. The children should always respond

    That's a ----.

3. Show the pictures showing action (sitting, running, jumping, walking, eating, drinking, sleeping and playing) and ask appropriate questions, such as

    Who is sitting?

    The boy is sitting.

    What is he doing?

    He is sitting.

    What is drinking?

    The cat is drinking.

    What is it doing?

    It is drinking.

Repeat with ten to fifteen pictures.

4. Put a blindfold on one child and have him stand in front of the class. Another child stands behind him, and the child with the blindfold tries to guess who it is. He asks

   Who are you?

   The child behind says

   I am ----.

   but doesn't use his real name, rather that of one of the other children. The child with the blindfold answers

   No, you aren't ----.

   Who are you?

   The child should get three or four chances to indentify the one behind him by the sound of his voice. He should then answer

   You are ----.

   If he is right, the child who was behind him is blindfolded. If he is wrong, someone else is chosen.

LESSON 24

Focus: To teach three qualifying adjectives, and their position in statements and questions.

New Words: big, little, fast, house.

Activities

1. Hold up pictures to illustrate the following sentences

   This is a house. (47)

   These are houses. (48)

   This is a big house. (49)

   This is a little house. (50)

   Have the children repeat, substituting that for this and those for these.

2. Show the pictures again and ask such questions as

   Is this a big house?

   Is this a little house?

   Are these houses?

   The children should respond

   Yes, it is.

   No, it isn't.

   Yes, they are. (or)

   No, they aren't.

3. Follow the same procedure using pictures of a big horse (51), a little horse (52), a fast horse (53), a big airplane (54), a little airplane (55), and a fast airplane (56).

4. Give each child a piece of paper illustrating a big horse, a little horse, a fast horse, a big airplane, a little airplane, a fast airplane, a big rabbit, a little rabbit, and a fast rabbit (57). Say

   This is a ----.

   and instruct the children to make the picture being described. Repeat for all nine pictures.

5. Place pictures of big and little cowboys, airplanes, and rabbits on a table. The children take turns choosing a picture and describing it to the class.

   This is a ----.

6. Place the same pictures on a table together with a box. Say

   Put the big rabbit in the box.

   This continues until all the pictures are in the box. (Objects may be used instead of pictures, and may include big and little items from past lessons, such as doll, radio, clock, crayon, pencil, book, block, car, truck, ball, flower, or rock.)

LESSON 25

Focus: The use of the adjective alone after forms of *be* and the question transformation of this form.

Activities

1. Show the pictures used earlier to illustrate *big*, *little*, and *fast*, saying

   This horse is big, etc.

   The children should repeat, substituting *that* for *this*.

2. Show the pictures again and ask such questions as

   Is this horse little?

   The children respond

   Yes, it is. (or)

   No, it isn't. That horse is big.

3. Have pictures or objects in front of the class. Each child should answer and ask one question about them. These should be in the following form:

   Is the rabbit little?

   Yes, the rabbit is little.

   Is the house big?

   Yes, the house is big.

   Is the rock big?

   No, the rock is not big.

4. Have the children to identify objects by their qualities. For example

   What is big?

   The house is big.

What is fast?

The airplane and the horse are fast.

5. Using the names or children in the classroom, ask

Is (Joe) fast?

Have (Joe) run a short distance, and then all respond

Yes, (Joe) is fast.

LESSON 26

Focus: The use of a prepositional phrase after a form of be.

New Words: in, on, under.

Activities

1. Have familiar pictures or objects and a box large enough to hold each. Put an airplane (or other item) in the box and say

   The airplane is in the box.

   Have the children repeat this. Continue for on the box and say

   The airplane is on the box.

   Have the children repeat this also. Continue for under the box, and similar sentences about each object or picture.

2. Let the children take turns manipulating the objects or pictures, putting them in, on, or under the box as they say for each

   The ---- is in/on/under the box.

3. Show pictures illustrating a rabbit on an airplane (58), a cowboy on a horse (59), and a cat on a house (60). Describe each in the form

   The rabbit is on the airplane.

   and have the children repeat the descriptions.

4. Add the plural form with more pictures to describe rabbits on airplanes (61), cowboys on horses (62), and cats on houses (63).

5. Pass out a paper to each child illustrating objects in and on boxes (64). Have the children mark the objects described, such as

   The rabbits are in the box.

The rabbit is on the box.

6. Place a variety of familiar objects in a box. The children take turns choosing an item from the box as they say

A ---- is in the box.

They put the object anywhere in the room and describe its location (on the table, in the desk, under the chair).

LESSON 27

Focus: Compound subject in sentences with prepositional phrases.

Activities

1. Show the pictures of the boy and girl eating (9) and the boy and girl playing (15). Describe them briefly, and then ask

   Who is eating?

   The boy and girl are eating.

   What are they doing?

   They are eating.

   Who is playing?

   The boy and the girl are playing.

   What are they doing?

   They are playing.

2. Use the pictures or objects and the box introduced in Lesson 26.1. Put more than one in, on, or under the box at a time and describe.

   The ---- and the ---- are in the box.

   A ---- and a ---- are on the box.

3. Say

   The cat and the rabbit are on the box.

   and choose one child to move the objects or pictures so that they match the description. Repeat with different words and children.

4. Let the children again take turns manipulating the objects or pictures and describing their positions.

5. Show two new pictures and describe them.

The cat and the rabbit are in the house. (65)

The cowboy and the cat are on the horse. (66)

Ask questions about the pictures.

Are the cowboy and the cat in an airplane?

Individual children respond

Yes, they are.

or with a correct description of the picture.

6. Again put a variety of objects in a box. This time the children take turns choosing two items each. They say

A ---- and a ---- are in the box.

They then place the objects around the room and describe their locations.

LESSON 28

Focus: Completion question with "where."

Activities

1. Again use the pictures or objects and the box introduced in Lesson 26.1. Place the cat in the box and ask

   Where is the cat?

   One child responds

   The cat is in the box.

   Repeat with different words and different children.

2. Let a child who has responded to a question place an object or picture somewhere and ask another child

   Where is the ----?

   The child who answers him asks the next question.

3. Show the pictures introduced in Lesson 26.4 of rabbits on airplanes, cowboys on horses, and cats on houses. Ask

   Where are the ----s?

   The response should be

   The ----s are in/on the ----.

4. Choose one child to be a mother rabbit and three others to hold envelopes with attached airplane, house, and book (67). The mother rabbit leaves the group while two small rabbit cut-outs are placed in the airplane, house, or book container. Mother rabbit returns and says

   Where are the baby rabbits?

   Are they in the airplane?

When the mother rabbit locates the baby rabbits, she holds one of the containers as another child takes a turn locating the babies.

5. Ask the children questions about pictures or objects in the room, such as

   Where is the horse?

   Where are the crayons?

   Where is the clock?

6. Let one child "lose" himself in the room (on a chair, under a table). Ask

   Where is ----?

   Another child describes his location. Repeat with several children. Change to a who completion question for review, as

   Who is under the table?

7. Place blocks, balls, and other objects around the room. Ask about each

   What is on/in/under the ----?

   Where is the ----?

LESSON 29

Focus: Review of count nouns and plurals.

New Words: apple, cake, wagon, train.

Activities

1. Hold up a picture of each of the eight following count nouns: apple (68), ball (69), chair (70), cake (71), tree (72), truck (73), wagon (74), and train (75). Say, as you show each

   This is a ----.

   Have the children respond

   That is a ----.

2. Hold up pictures of more than one of these objects (76-83) and ask

   Are these ----s?

   Have the children respond

   Yes, those are ----s. (or)

   No, those aren't. Those are ----s.

3. Have eight children hold the pictures of single objects in front of the class with the pictures hidden from view. Another child asks one of the eight

   Are you a ----?

   If he guesses correctly, the child asked says

   Yes, I am.

   and shows his picture to the class. If he guesses incorrectly, the child who is asked says

   No, I'm not.

   and keeps his picture hidden from view. The eight children who guess the pictures correctly have the next turns holding them and answering the questions.

4. Show the pictures again and ask such questions as

   Is this a big apple?

   Are these fast trucks?

5. Give each child one picture to describe to the group. Encourage the other children to question him about his picture.

6. Describe the positions of pictures and objects in relation to each other. These can be accurate or incorrect descriptions. The children answer either

   Yes, *it is*. (or)

   No, *it isn't*.

   and then take turns giving descriptions. They might say

   An apple is on the tree.

   A truck is under the chair.

   A wagon is on the table.

LESSON 30

Focus: Direct Objects.

New Words: look at, play with, scissors.

Activities

1. Show the pictures which are described by the following sentences:

   The boy is looking at the blocks. (84)

   The girl is looking at the rabbit. (85)

   The girl is looking at the dolls. (86)

   The boy and girl are looking at the doll. (87)

   The boy is looking at the cake. (88)

   The boy is looking at the airplane. (89)

2. After the children repeat each of the sentences above, ask questions about the pictures. For example

   What is the boy doing?

   (The boy is) looking at the blocks.

   Who is looking at the blocks?

   The boy (is looking at the blocks).

   What is the boy looking at?

   (The boy is looking at) the blocks.

   The parts of the sentences in parentheses may be left out if desired, although the longer form should be taught first.

3. Add more pictures, using the same procedure.

The girl is looking at the balloon. (90)

The girl is looking at the flower. (91)

The baby is looking at the cat. (92)

The baby is looking at the doll. (93)

The baby is looking at the ball. (94)

The boy is looking at the scissors. (95)

Ask questions as before.

4. Using some of the same pictures and some new ones, describe and ask questions about those appropriate to the following sentences:

The girl is playing with the puzzle. (96)

The girl is playing with the dolls. (86)

The boy is playing with the ball. (97)

The baby is playing with the ball. (94)

The girl is playing with the doll and the wagon. (98)

The boy is playing with the doll and the wagon. (99)

The boy and girl are playing with the doll. (87)

The boy and girl are playing with the dolls. (15)

5. In addition to the questions suggested above, ask some using or. Show one picture, for instance, and ask

Is the girl playing with the puzzle or the ball?

6. During a later time when the children are playing in the classroom or outside, ask several

Are you playing with ---- or ----?

They should respond individually

I am playing with ----.

You should also be able to ask

What are you playing with? (or)

What are you looking at?

and get individual responses from the children.

LESSON 31

Focus: Possessive.

New Words: mine, your, his, hers.

Activities

1. Show objects or pictures that illustrate count nouns presented in previous lessons, such as airplane, rabbit, hat, cat, cowboy, horse, box, apple, ball, truck, or chair. Show each to the class as you say

   This ---- is mine.

   and then hand it to one child in the group, saying

   This ---- is yours.

2. After each child in the group has a picture or object, point to each in turn and say

   The ---- is his/hers.

3. Each child stands before the groups and says

   The ---- is mine.

   and then points to another child and says

   The ---- is his/hers.

4. All of the children hide their pictures or objects behind them and the teacher guesses

   Joe, is the ---- yours?

   Joe answers

   Yes, the ---- is mine. (or)

   No, the ---- isn't mine.

5. The children return the pictures or objects to the teacher and say as they do

   It is mine; it is yours.

6. Prepare a boy and a girl cutout for the flannel board and several items of clothing to go with each (100). Show a coat, shoes, etc., to the children and ask

   Is this his/hers?

   A child answers

   Yes, it is his. (or)

   No, it is hers.

   and places the item on or near the boy or girl cutout. That child then chooses another article of clothing and asks the other children

   Is this his/hers?

LESSON 32

Focus: Continue possessive and introduce color words.

New Words: its, their, theirs, ours, red, yellow, blue, green.

Activities

1. Put one picture of a kitten on the flannel board and place a red hat on its head (101). Say and have the children repeat

   Its hat is red.

   Repeat with yellow, blue, and green hats.

2. Put a second kitten beside the first and place hats on both. Say and have the children repeat

   Their hats are red and yellow; theirs are red and yellow.

   Repeat with different combinations of the four colors.

3. Let the children take turns making different combinations of kittens and hats and describing the results.

4. Make lollipops from red, yellow, blue, and green colored paper and tongue depressors. Give one to each child and retain a red one. Say

   Mine is red.

   Each child then describes his own. Call forward all who have red lollipops. Say together

   Ours are red.

   All who have yellow come forward and say

   Ours are yellow.

Repeat for blue and green. The rest of the group may say

Theirs are red. (or)

Theirs are green.

5. Each child returns his lollipop to the teacher and says

   Mine is ----.

   The group responds to each

   His/hers is ----.

6. Again use the boy and girl cutouts and clothing prepared for Lesson 31.6. Have some of the children dress the paper dolls and others describe what they are wearing.

   Its hat is yellow.

   Their socks are green and blue.

   Their shoes are brown and black.

LESSON 33

Focus: Continue possessive and color words.

New Words: my, your, his, her, orange, purple, brown, black.

Activities

1. Prepare several pictures of red apples, black trains, brown horses, orange cats, green trees, purple balls, and yellow airplanes from construction paper (102). Pass them out to the children, saying

   Your ---- is ----.

   Give two or three pictures to each child.

2. The children take turns describing their pictures. Each says

   My ---- is ----.

   The group then responds

   His/her ---- is ----.

3. Children with the same pictures come forward together to return them and the rest of the group says

   Their ----s are ----.

4. Give each child a dittoed work paper with pictures of an apple, a ball, a house, and an airplane (103). The children color each picture whatever color they want.

5. Each child describes his completed pictures to the group

   My apple is ----, my ball is ----, my house is ----, and my airplane is ----.

3

6. Cut eight houses from red, yellow, blue, green, orange, purple, brown, and black construction paper and eight cats of the same colors (104). Let different girls and boys hold the houses in a row in front of the class. Eight other children put the cats in the houses and say

I put my (red) cat in his/her (green) house.

LESSON 34

Focus: Review possessive and color words.

New Words: our, hands, feet, eyes, ears, legs, knees, here.

Activities

1. Give each child two or three of the pictures prepared for Lesson 33.1. Each child takes a turn describing one picture in the following two ways:

   My ---- is ----.

   Mine is ----.

   The group responds

   Your ---- is ----.

   Yours is ----.

2. Each child then describes a picture someone else is holding in this manner

   His/her ---- is ----.

   His/hers is ----.

3. Children with the same pictures stand before the group and say

   Our ----s are ----.

   Ours are ----.

   The group responds

   Their ----s are ----.

   Theirs are ----.

4. Four children stand in front of the group holding a red ball, a blue truck, a green hat, and a green tree

(105). The children take turns holding the tree and pointing to the others as they say the following poem

His/her ball is red,

His/her truck is blue,

Your hat is green,

My tree is, too.

5. Questions and answers. Point to the appropriate part of your body as you ask these questions until the children know the words.

Where are your hands?

Our hands are here. (outstretched hands)

Where are your feet?

Our feet are here. (feet out in front)

Where are your eyes?

Our eyes are here. (touch eyes)

Where are your ears?

Our ears are here. (touch ears)

Where are your legs?

Our legs are here. (touch legs)

Where are your knees?

Our knees are here. (touch knees)

Let several children take turns being teacher and asking the questions.

LESSON 35

Focus: The possessive form of nouns.

Activities

1. Pass out pictures to the group as you say

   This is John's ----; this is Mary's ----.

   Have the children repeat these sentences.

2. Describe two or three of the pictures.

   John's ---- is ----.

   Have the children describe the rest of the pictures.

3. Describe the pictures again, this time saying

   The (red) (apple) is John's.

4. Put a picture of a cat on the flannel board and place different colored hats on its head (106). The children should take turns saying

   The cat's hat is ----.

5. Put a second cat beside the first and place hats on both. The children should now say

   The cats' hats are ---- and ----.

6. Replace the second cat with a smaller one. The children should now say

   The big cat's hat is ----.

   and/or

   The little cat's hat is ----.

7. Each child may choose one thing to hold, such as a book, a block, or a crayon. Choose one child, and say

   Joe's (book) is (red).

Joe then stands and describes something someone else is holding, as

Mary's (crayon) is (blue).

Mary would then stand and the game would continue until each child had a turn. If the group is too large, it may be divided to sustain interest.

LESSON 36

Focus: The present tense.

Activities

1. Show the appropriate pictures as you say and the children repeat the following sentences (107-116).

The cat is running.	The cat runs.
The cat is jumping.	The cat jumps.
The horse is running.	The horse runs.
The horse is jumping.	The horse jumps.
He is running.	He runs.
He is jumping.	He jumps.
The cat is sitting.	The cat sits.
The cat is eating.	The cat eats.
He is sitting.	He sits.
He is eating.	He eats.

2. Show the pictures again and ask questions about them. Have individual children answer.

    Is the horse running?

    No, the horse is jumping.

3. Have each child take a turn running or jumping around the group. All of the children describe the action.

    Joe is jumping.

    or

    He/she is running.

4. Give several children a command, such as

   Jump, *Mary*.

   or

   Mary, *jump*.

5. Have the children take turns giving and following commands to run, jump, sit, or eat.

6. Have one child give the command to various classmates.

   Run, *Mary*.

   Jump, *Johnny*.

7. Organize two teams for an outside relay race. When the child running taps the next in line he must say either

   Jump, *Mary*.

   Run, *John*.

LESSON 37

Focus: Questions with "does."

Activities

1. Show the appropriate pictures as you ask the following questions. The children must answer each.

Does the cat run?

Yes, the cat runs.

Does the cat jump?

Yes, the cat jumps.

Does the horse run?

Yes, the horse runs.

Does the horse jump?

Yes, the horse jumps.

Does he run?

Yes, he runs.

Does he jump?

Yes, he jumps.

Does the cat sit?

Yes, the cat sits.

Does the cat eat?

Yes, the cat eats.

Does he sit?

Yes, he sits.

Does he eat?

Yes, he eats.

Does the cat sleep?

Yes, the cat sleeps.

Does he sleep?

Yes, he sleeps.

Does the cat walk?

Yes, the cat walks.

Does he walk?

Yes, he walks.

2. Give each child six 3 x 6 flash cards of a boy running, jumping, sitting, eating, sleeping, and walking (117). Say

   He sleeps.

   Each child holds up the flash card illustrating that sentence. Repeat for eats, jumps, etc.

3. Then one child shows all six flash cards, one at a time, and asks his partner

   Does he run? Does he jump? etc.

   The partner answers each

   Yes, he runs. Yes, he jumps. etc.

   The two children then change places and the one who has responded to the cards now shows them to the other.

4. Have each child act out one of the sentences pictured on the flash cards. The other children guess what he is doing and say

   He/she ----.

5. Ask the following questions and then have the children ask questions of the others. Each should be answered "yes" or "no."

Does a horse walk?
Does a boy run?
Does a horse jump?
Does a cat sleep?
Does a tree sit?
Does a train walk?

LESSON 38

Focus: Questions with "do."

New Words: get, stop, go, put.

Activities

1. Show pictures of plural count nouns and ask questions about each.

    Do airplanes run?

    Do cats eat?

    Do hats jump?

    Do trains walk?

    Do rabbits sleep?

    The children respond

    Yes, they do ----.

    or

    No, they do not (don't) ----.

2. Have each child ask the others a similar question about one of the pictures.

3. Have the children stand in a circle facing one direction. Give commands and join them in action responses. Include

    Go! Stop! Jump! Run! Walk!

4. Arrange several pictures in front of the group. Say

    Get the (rabbit). Put it on the chair.

    The child who responds then says to another child

    Get the (truck). Put it on the chair.

    Repeat until all of the children have a turn.

5. Ask the following questions and then have children ask questions of the others. Each should be answered

Yes, *they* *do*.

or

No, *they* *do* *not* (*don't*).

Do *cats* *fly*?

Do *airplanes* *play*?

Do *rabbits* *jump*?

Do *boys* *eat*?

Do *houses* *run*?

Do *chairs* *sleep*?

Do *goats* *read*?

LESSON 39

Focus: Prepositions.

New Words: in front of, in back of, down, up, into, out of.

Activities

1. Show pictures of the boy (118-121) and describe his positions.

   The boy is in the box.

   The boy is in front of the box.

   The boy is in back of the box.

   The boy is under the table.

   Ask the children to describe the pictures as a group and individually.

2. Have small pictures or objects under a box. Tip the box so the children can see them and ask

   What is under the box?

   The children would respond

   The ---- is under the box.

3. Pin a paper ladder in front of the class. Let each child help a toy animal "walk" up and down the ladder. Each says

   The ---- walks up; the ---- walks down.

4. Put a box and several pictures or objects in and near it. Have individual children

   Put ---- into the box, and get ---- out of the box.

   They may then give directions to each other.

5. Maneuver a rabbit puppet (122) in, out, and around a box as the children see its position and say

    Up, *down*, *under*, *in*, etc.

6. Have a table or chair the children can get on and under and a large box they can get in. Have them follow such directions as these

    John, *get under the table*.

    Mary, *get up on the chair*.

    Joan, *get into the box*.

7. Blindfold one child and let another get on, in, or under the table, chair, or box. The blindfolded child gets three guesses to locate the other child. He asks

    Is he on the chair? *Is he under the table*?

    The whole class answers

    No, *he isn't on the chair*. *Yes*, *he is under the table*.

LESSON 40

Focus: Questions with who/what/how many.

New Words: have (as main verb).

Activities

1. Paste dots cut from colored paper on 9 x 12 construction paper. Give the cards to several children, one to each. Stand behind them and ask

   Who has the purple dots?

   The children point and answer

   He/she has the purple dots.

   Repeat for all colors and let individual children ask

   Who has the (black) dots?

2. Give the same cards to different children and ask

   What color does (Mary) have?

   The children answer

   (Mary) has (green).

   Repeat for all colors and let individual children ask

   What color does ---- have?

3. Show one card and ask

   How many green dots are there?

   The children respond

   There are six.

   Repeat this question with all of the cards.

4. Let individual children choose a card and ask the class how many dots are on it.

5. Put ten beads, pegs, or marbles in a box or bag. Take out one or more in a closed hand. Ask the children

   How many ---- do I have in my hand?

   A child guesses

   You have ----.

   Count the objects and let the class judge whether he is right or wrong. The child who answered then takes some in his hand and asks the others

   How many ---- do I have in my hand?

LESSON 41

Focus: Past tense, questions with did.

Activities

1. Tell one child to jump. Then say

   ---- jumped.

   Repeat with other children and sit (sat), eat (ate), sleep (slept), walk (walked), stop (stopped), and go (went).

2. Again tell one child to jump. Ask

   Did ---- run?

   Answer as a group

   No, ---- did not run, ---- jumped.

   Repeat with other children and sit, eat, sleep, walk, stop, and go.

3. One child performs any action he wishes. He then asks

   Did I ----?

   The group or an individual answers

   Yes, you ----.

   or

   No, you ----.

4. Have one child hide his eyes or leave the room briefly while a second child performs some action in front of the class. The child who is "it" asks the class

   Did he ----?

   The class answers

   Yes, he ----.

No, *he didn't ----*.

After three incorrect guesses the class tells "it" the answer and another child is chosen to continue the game.

LESSON 42

Focus: Qualifying adverbs.

New Words: fast, slowly, quietly, noisily.

Activities

1. Show pictures of various things going fast and slow which have been presented in previous lessons. Describe them and have the children repeat the sentences after you.

   This horse runs fast.

   This horse walks slowly.

   This airplane goes fast.

   This cat goes slowly.

2. Show pictures of various things which are quiet and noisy. Describe them and have the children repeat the sentences after you and dramatize them.

   A cat walks quietly.

   A train goes noisily.

   An airplane goes noisily.

   A boy eats quietly.

3. Ask about many pictures

   Does this ---- fast/slowly/quietly/noisily?

   Have individual children answer.

4. Give directions to individual children or the group. Use the past tense when the action has been completed.

Walk noisily.	You walked noisily.
Jump quietly.	You jumped quietly.

Run fast.	You ran fast.
Walk slowly.	You walked slowly.
Eat noisily.	You ate noisily.
Sleep quietly.	You slept quietly.

5. Continue giving directions. After a child has completed the action, ask

   What did ---- do?

   Individual children or the group reply

   He/she ----ed.

LESSON 43

Focus: Stressed here and there.

New Words: away, across, paper.

Activities

1. Show several pictures, describe each in the form

   Here is a ----.

   or

   Here are ----.

   and have the children repeat each sentence after you.

2. Show two pictures to the class. Give one of them to a child and say

   Here is a ----. There is a ----.

   The child will name his picture first, saying

   Here is a ----. There is a ----.

   Repeat with different pictures until all have a turn.

3. Call one child to the front of the room and say

   Here is ----. Go away, ----. There is ----.

   The child should leave the group when told to go. He then returns and chooses another child to direct in the same manner. Repeat several times.

4. Put large sheets of colored paper on the floor. Repeat the preceding exercise. This time the children walk across one piece of paper and stand on the other side. The group will say

   Here is ----. Go away, ----.

The child will say

I am going across the paper.

The group will say

---- is across the ---- paper.

This can be repeated using a bridge made of blocks, a low table, or an outside walk or sandbox.

5. Use flannel board pictures or dramatize the story of *Three Billy Goats Gruff*. Incorporate the following sentence forms in the story as you tell it.

   There is Little Billy Goat Gruff.

   Here is Big Billy Goat Gruff.

   Big Billy is going across the bridge.

   There is Big Billy Goat Gruff.

   Here is Great Big Billy Goat Gruff.

LESSON 44

Focus: The past progressive tense and question transformation.

New Words: animal.

Activities

1. Have one child run around the group as you say

   ---- is running.

   When he stops, say

   ---- has been running.

   Repeat with other children for jumping, eating, and sitting.

2. Show the appropriate pictures to go with the following sentences (123-126).

   The cat sleeps.

   The cat is sleeping.

   He sleeps.

   He is sleeping.

   The cat walks.

   The cat is walking.

   He walks.

   He is walking.

3. Have the children take turns giving and following commands to walk, sleep, eat, sit, run, and jump.

4. Put toy animals in a box. The children chant quietly

   The animals are sleeping,

   Sh! Sh! Sh!

The animals are sleeping,

Sh! Sh! Sh!

One child tiptoes to the box and "wakes" one animal. He says

The ---- has been sleeping.

He may then make the animal jump, run, or walk and another child says

The ---- is ----.

That child may then "wake" another animal.

5. The children take turns acting out one of the verbs presented. When they stop, ask

   Has he been ----ing?

   The children answer

   Yes, he has been ----ing.

6. Vary the above exercise by asking the child who is acting the verb

   Have you been ----ing?

   He responds

   Yes, I have been ----ing.

LESSON 45

Focus: The past progressive tense; has/have distinction.

Activities

1. Have one child act out one of the verbs presented so far. Then say

   He has been ----ing.

   Have another child repeat the action with him. Then say

   They have been ----ing.

2. Repeat this exercise with other verbs and call on individual children to describe the action.

3. Teach the following action poem, and have the class repeat it as a group.

   We have been sleeping, Ho, Ho, Hum.
   (All pretend to sleep, then stretch.)

   We have been eating, Yum, Yum, Yum.
   (All pretend to eat.)

   Individual children now say the poem alone, but change "we" to "I." The group responds

   He has been ----ing.

4. Again, put toy animals in a box. Take one, two, or three from the box and say

   The animal(s) has/have been sleeping.

   Make the animal(s) act in some way (eat, run, jump, walk, hop). One child then describes the action, saying

   The animal(s) has/have been ----.

   He then chooses animals from the box and describes their action.

LESSON 46

Focus: The future tense.

Activities

1. Show the pictures of the cat and the boy walking, running, jumping, sleeping, eating, and sitting. Show the picture of the cat walking and say

    The cat is walking; the cat is going to run.

    Then show the picture of the cat running. Say

    The cat is running; the cat is going to jump.

    Then show the picture of the cat jumping.

    Continue through the rest of the pictures in the same way. Have the children repeat the sentences after you.

2. Have each of the children stand before the group, one at a time. While each is standing still, say

    ---- is going to ----.

    He then carries out the action. While he is acting, the class says

    ---- is ----ing.

    When he finishes, the class says

    ---- has ----ed.

3. Stand in front of the class and let them ask you what you are going to do. Have them say

    Are you going to ----?

    Reply either

    Yes, I am going to ----.

    or

    No, I am not going to ----.

4. Let the children take turns coming in front of the class and being "teacher" for the same activity.

5. Call on one child and ask

   ----, *what are you going to do*?

   He will say one sentence describing what he is going to do, such as

   I am going to jump.

   or

   I am going to run fast.

   He will do what he has said and then ask another child

   ----, *what are you going to do*?

   Repeat until most of the children have had a turn.

LESSON 47

Focus: Direct and indirect objects.

New Words: give, some, each, any, many.

Activities

1. Show pictures to illustrate the following sentences (127-129).

    This is a rabbit.

    These are some rabbits.

    These are many rabbits.

    This is a cat.

    These are some cats.

    These are many cats.

    This is an apple.

    These are some apples.

    These are many apples.

2. Cut out small pictures of many rabbits, cats, and apples and place them on a flannel board. Take one or more pictures from the flannel board and say

    I have a/some/many ----.

    Replace the pictures and give each child a chance to take pictures and describe what he has. He may say

    I have a rabbit and some apples.

3. Leave only the cats on the flannel board and cut out a hat (130) and ball (131) for each one. Give a direction and have the class repeat the sentences after you

Give each cat a ball.

Give some cats hats.

Give any cat a hat.

Give any cats balls.

Give many cats hats.

One child follows each direction and says

I'll give each cat a ball, etc.

4. Give each child a piece of paper with many balls outlined on it (132) and crayons. Have the children follow directions similar to the following. The teacher should demonstrate each direction for children who don't understand.

Color any ball green.

Color some balls red.

Outline each ball with black.

Draw a circle around some balls.

Put an X on each ball.

This activity should be repeated using a chart, chalk board, or other work papers. Other pictures may be used.

LESSON 48

Focus: Direct and indirect objects.

Activities

1. Cut out pictures of a man, a woman, a boy, and a girl, and put them on a flannel board. Use the small pictures of rabbits, cats, and apples prepared for Lesson 47. Give small pictures to each member of the family. Say the following sentences to describe your actions and have the children repeat them after you.

   I am going to give the man an apple.

   I am going to give an apple to the woman.

   I am going to give the boy a rabbit.

   I am going to give a rabbit to the girl.

   I am going to give the woman a cat.

   I am going to give a cat to the boy.

2. Ask individual children questions as you put more pictures on the flannel board in the form

   Did I give the man a rabbit?

   or

   Did I give a rabbit to the man?

   The child should answer either

   Yes, you gave the man a rabbit.

   or

   No, you gave the man an apple.

   Repeat, using some, any, or many, as

   Did I give the girl many cats?

3. Remove the pictures of the family and put all of the small pictures on the flannel board. Take three apples and give them to a child, saying

    I'm going to give three/some apples to ----.

    or

    I'm going to give ---- three/some apples.

    The child returns them to the flannel board and gives different objects to another child. Continue until all have a turn.

4. When passing out materials for work time (i.e. scissors), let one child get a pair and give them to a second child, saying

    I'm going to give ---- scissors.

    The second child gets them for a third, and so on until every child has a pair. Repeat this exercise on several occasions.

LESSON 49

Focus: Future tense using will.

New Words: can.

Activities

1. Again show the pictures of the cat and the boy walking, running, jumping, sleeping, eating, and sitting. Show the picture of the cat walking and say

   The cat is walking; the cat will run.

   Then show the picture of the cat running. Say

   The cat is running; the cat will jump.

   Then show the picture of the cat jumping.

   Continue through the rest of the pictures in the same way. Have the children repeat the sentences after you.

2. Have each of the children stand before the group, one at a time. While each is standing still, say

   ---- will ----.

   He then carries out the action. While he is acting, the class says

   ---- is ----ing.

   When he finishes, the class says

   ---- has ----ed.

3. Have each child stand before the group again and say

   ---- can ----.

   Each child responds

   I can ----.

   and carries out the action.

4. Show a picture of a horse and ask

   Can a horse jump?

   The class or individual child responds

   Yes, a horse can jump.

   Show several pictures and ask similar questions.

5. One child stands before the class and asks a second child

   ----, can I ----?

   The second child answers

   Yes, you can ----.

   or

   No, you cannot ----, but you can ----.

   The second child then asks a third

   Can I ----?

   and the game continues.

LESSON 50

Focus: Review with can.

New Words: work, hide.

Activities

1. Show pictures of the cowboy, cat, rabbit and other animals from previous lessons as you say the following sentences. Have the children repeat each after you.

    The ---- can run.

    The ---- can sleep.

    The ---- can jump.

    The ---- can sit.

    The ---- can eat.

    The ---- can walk.

    The ---- can get up.

    The ---- can sit down.

2. Show pictures of the airplane, hat, house, book, apple, ball, chair, cake, tree, truck, wagon, and train from previous lessons and have the children repeat the negative forms of the preceding sentence, as

    The ---- can't run.

3. Combine all of the pictures and ask of each

    Can the ---- sit?

    Vary the verbs used and have children respond invididually.

4. Show pictures (133-135) to illustrate the following sentences and have the children repeat them after you.

   He can work.

   He can play.

   He can hide.

5. Put the three pictures in front of the class and ask

   Who can play?

   One child points to the appropriate picture and answers

   He can play.

   The child when asks another

   Who can hide?

   Additional pictures used in this lesson may be added.

6. Ask members of the class

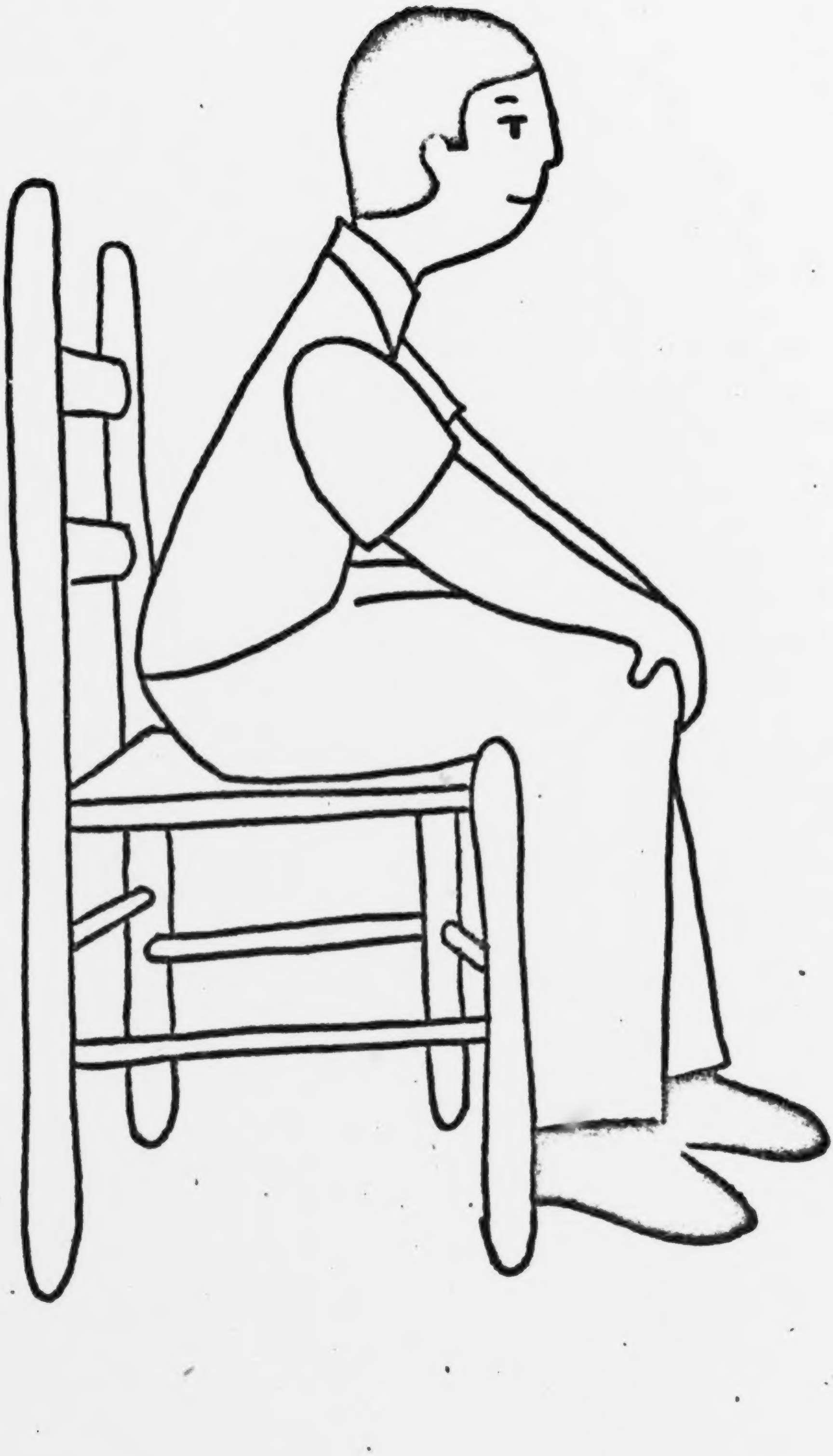
   Who can ----?

   Children should take turns responding

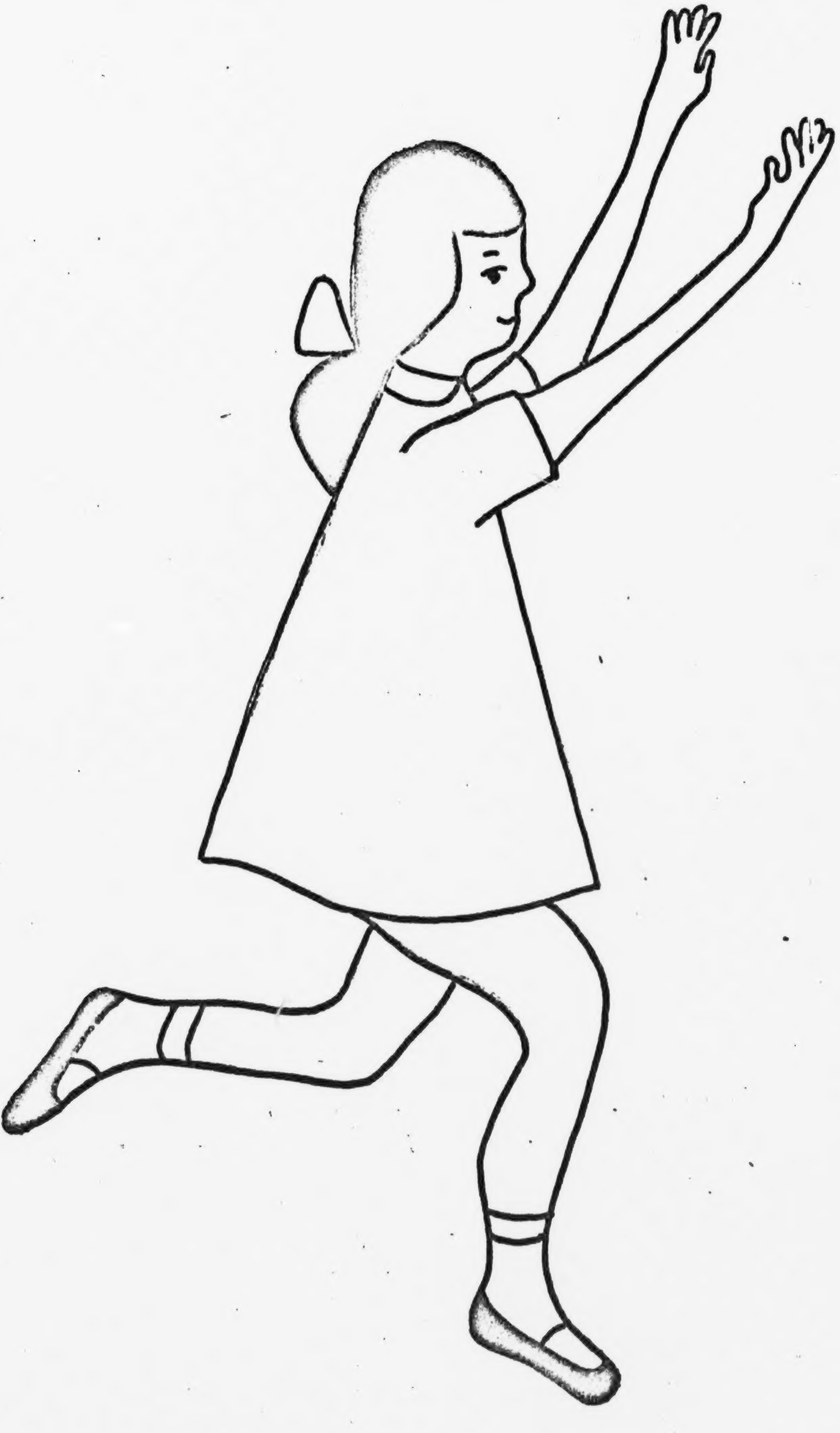
   I can ----.

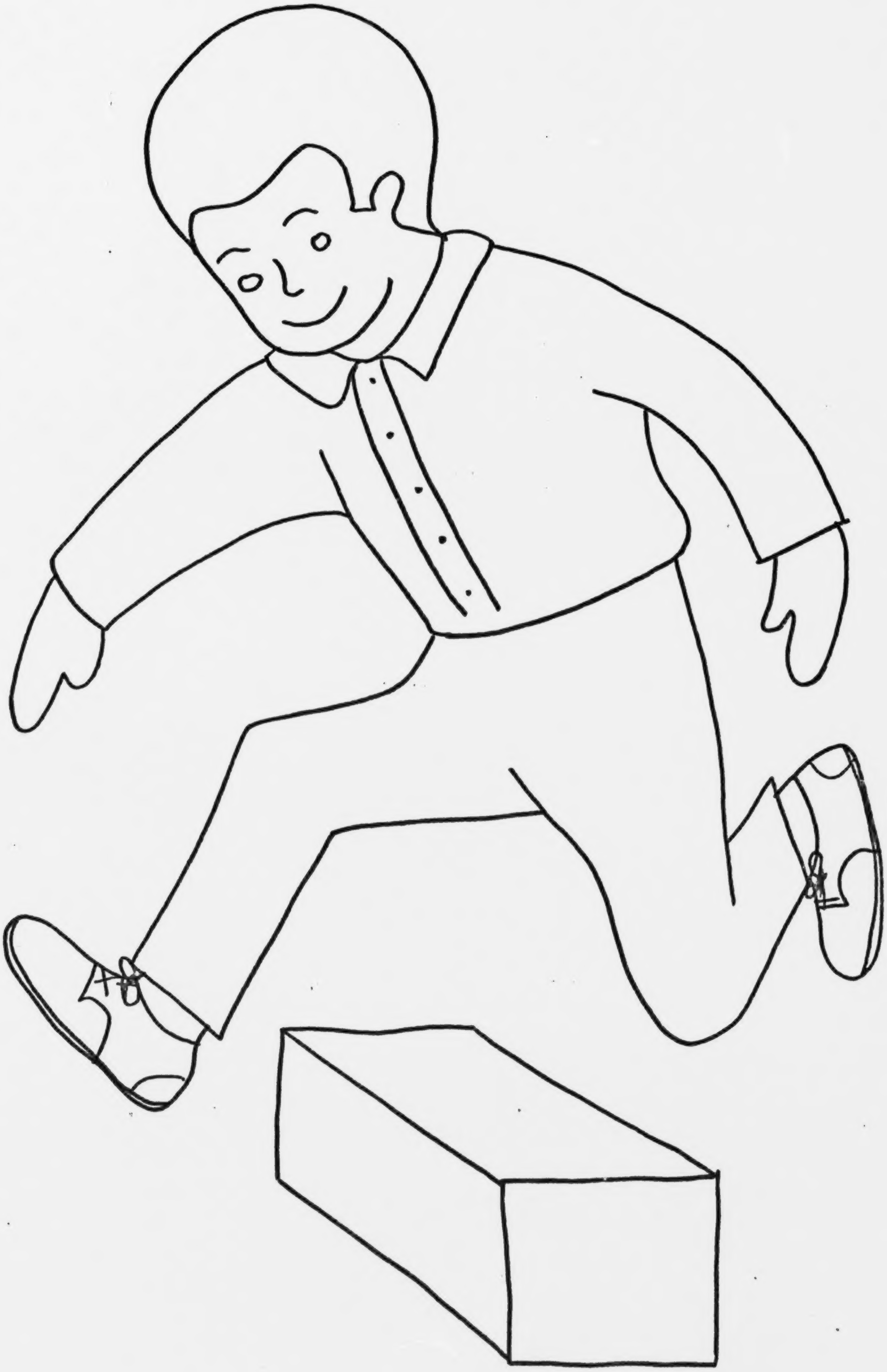
   and then acting out the verb.

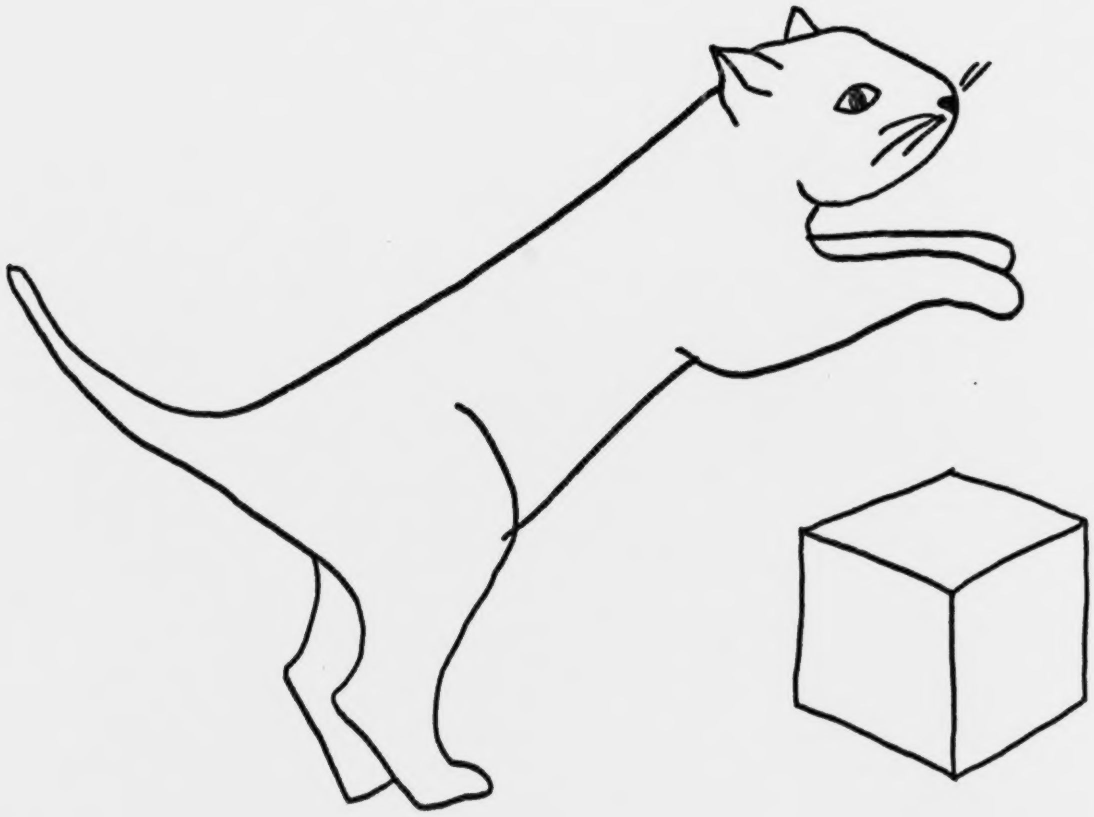
1



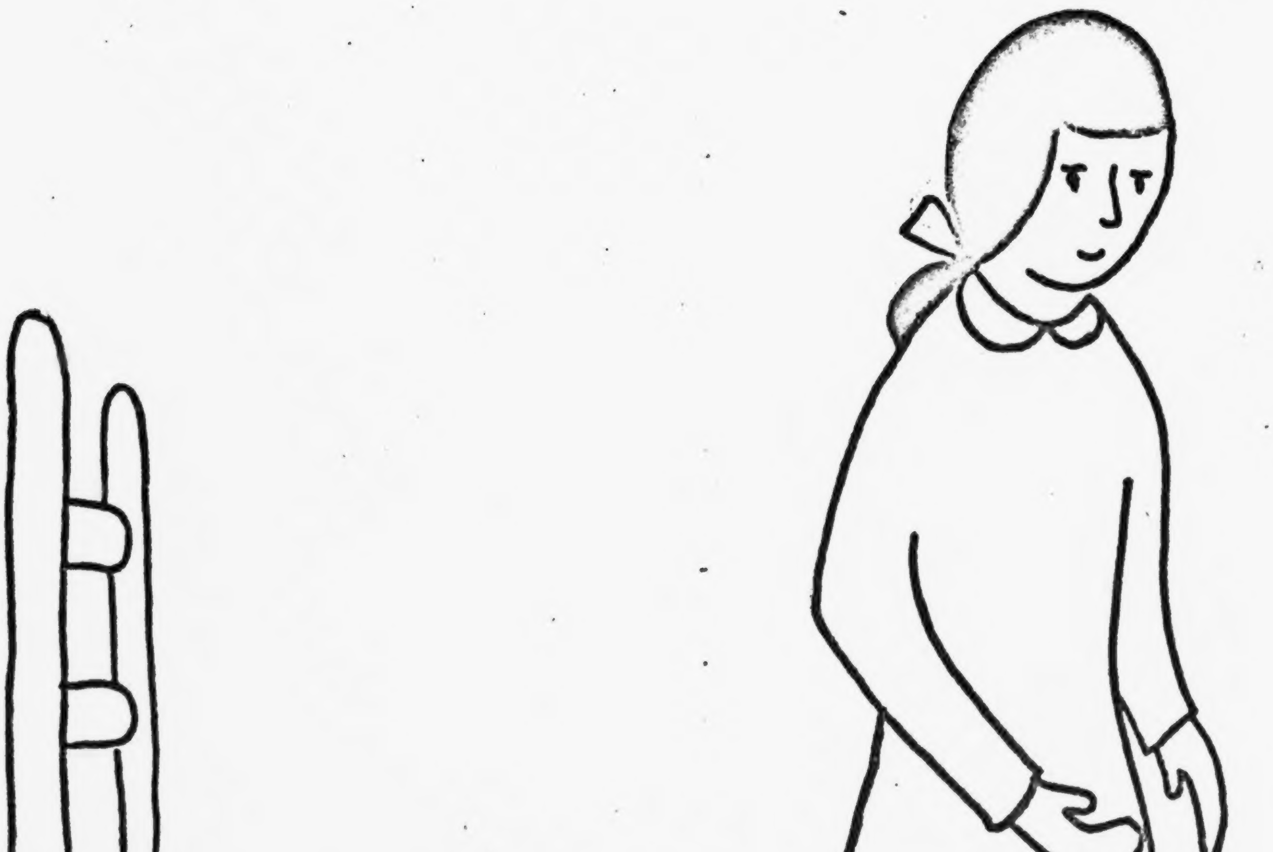
2

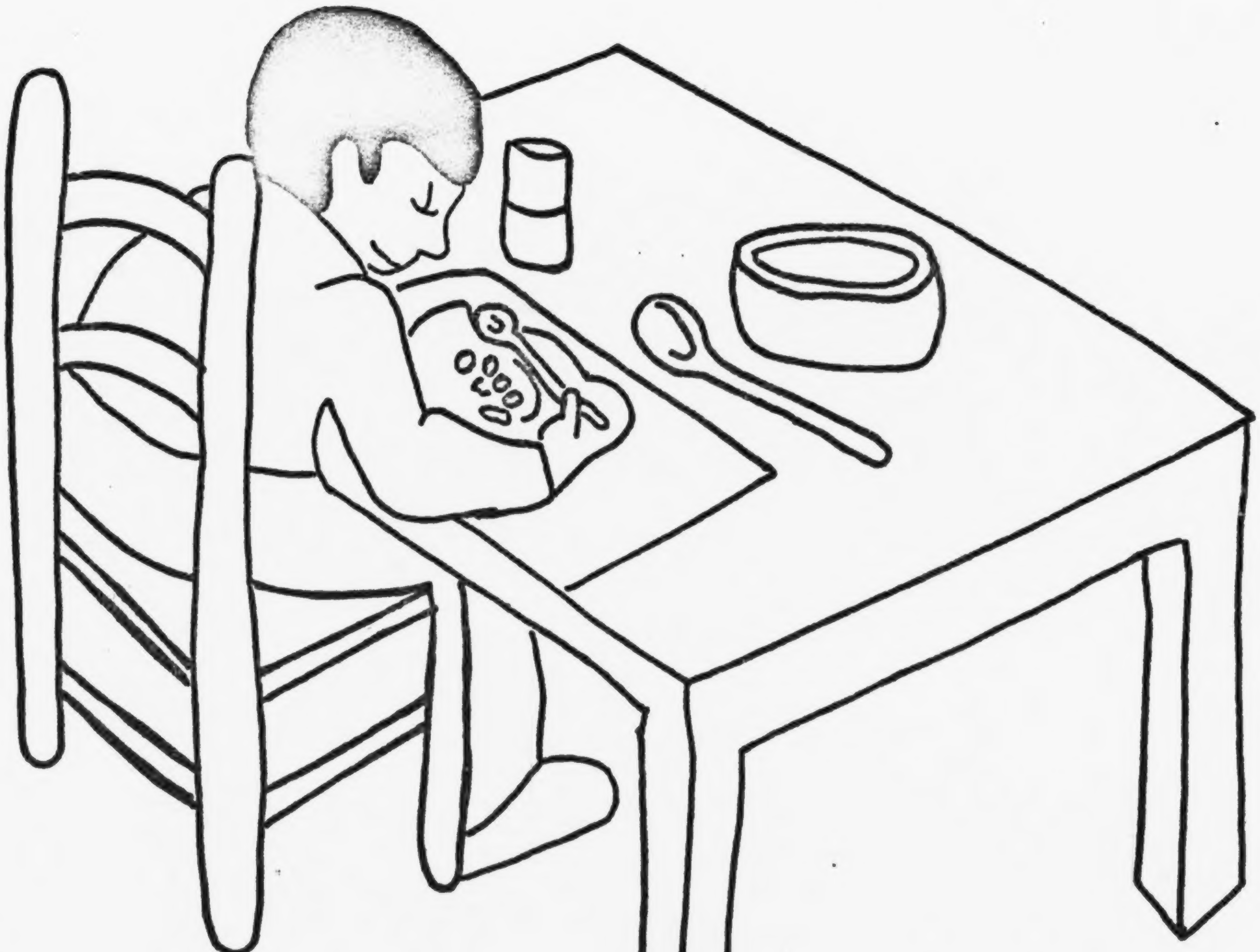




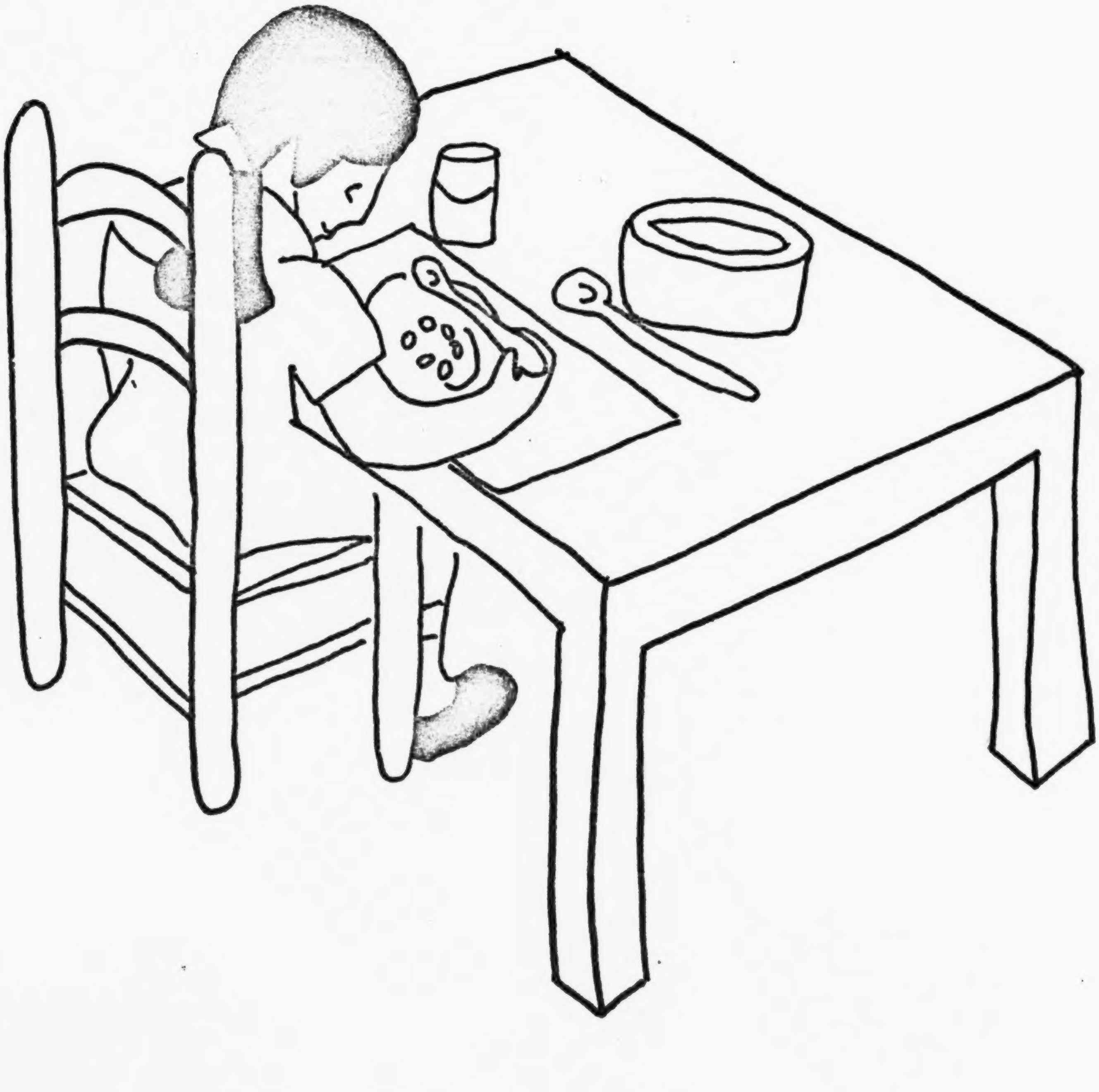


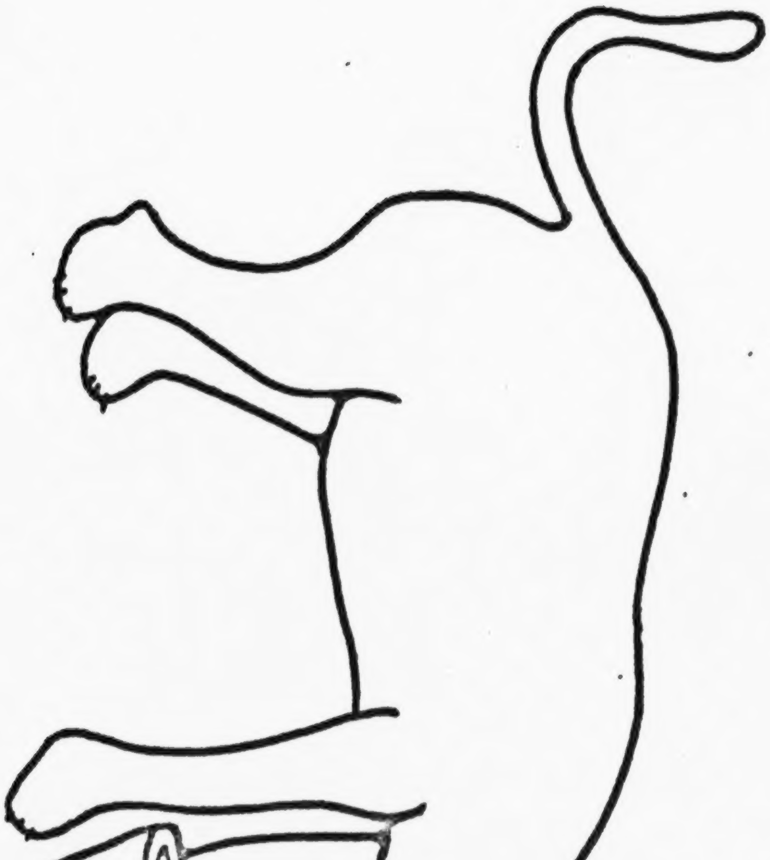
5



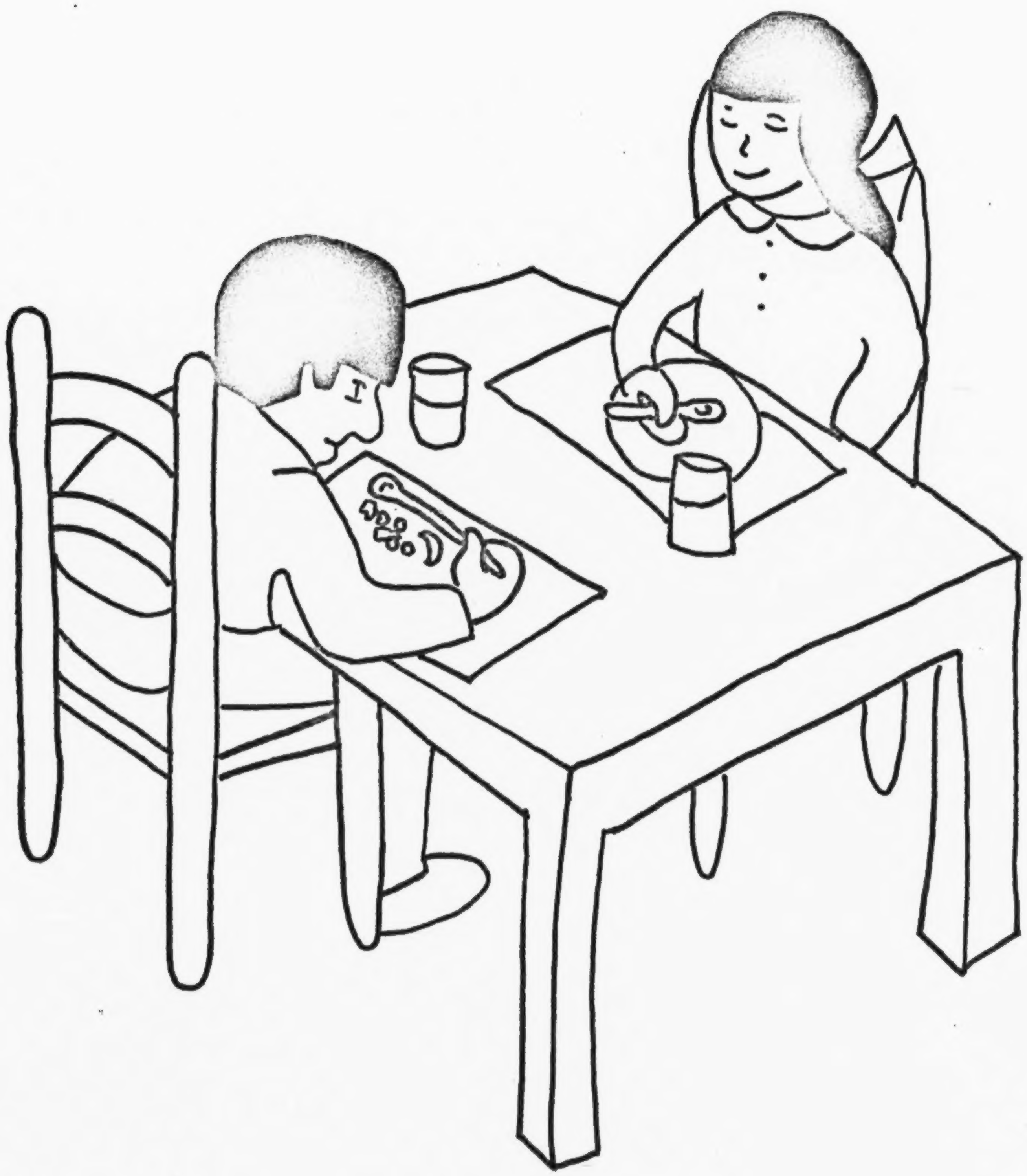


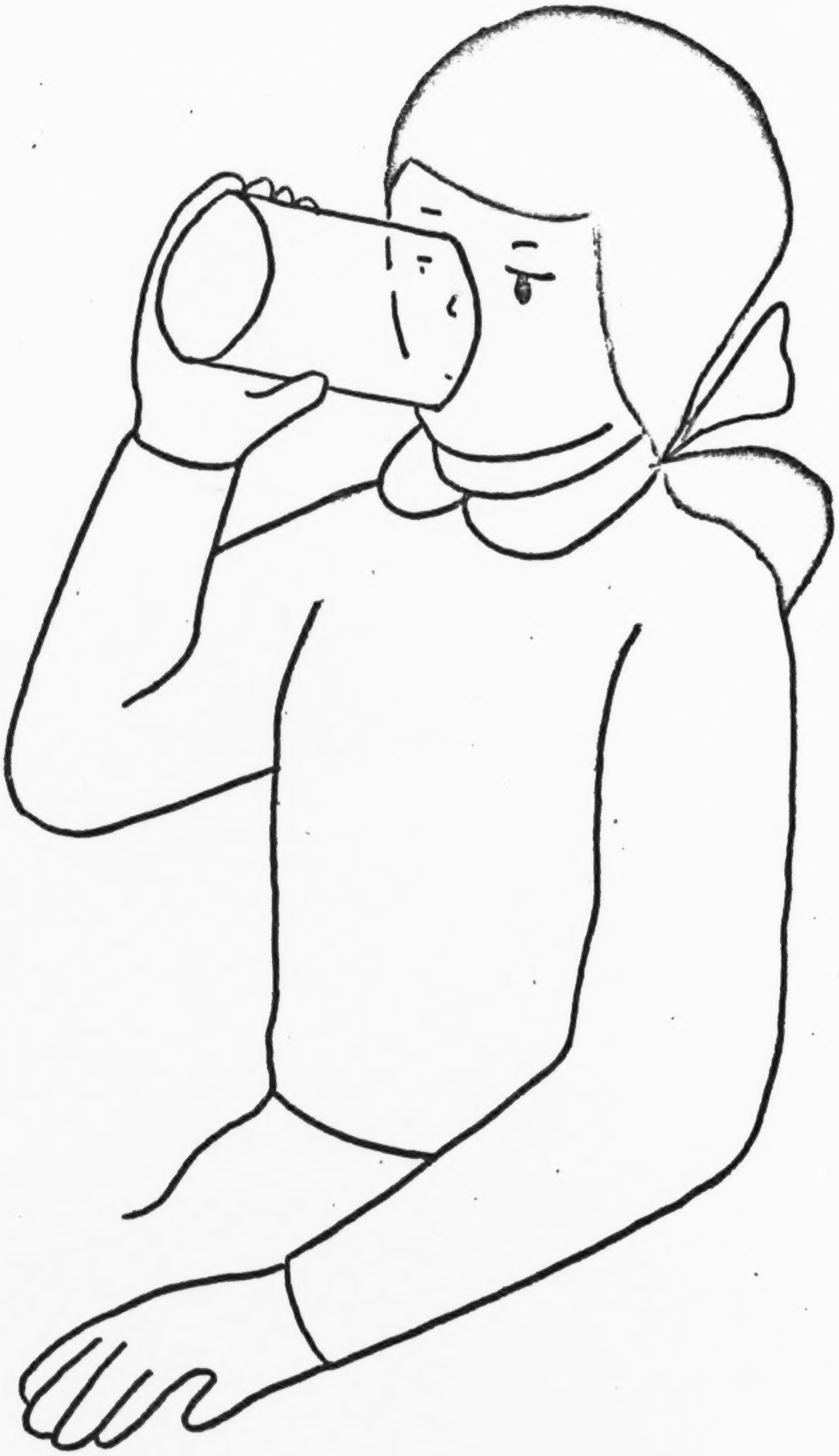
7

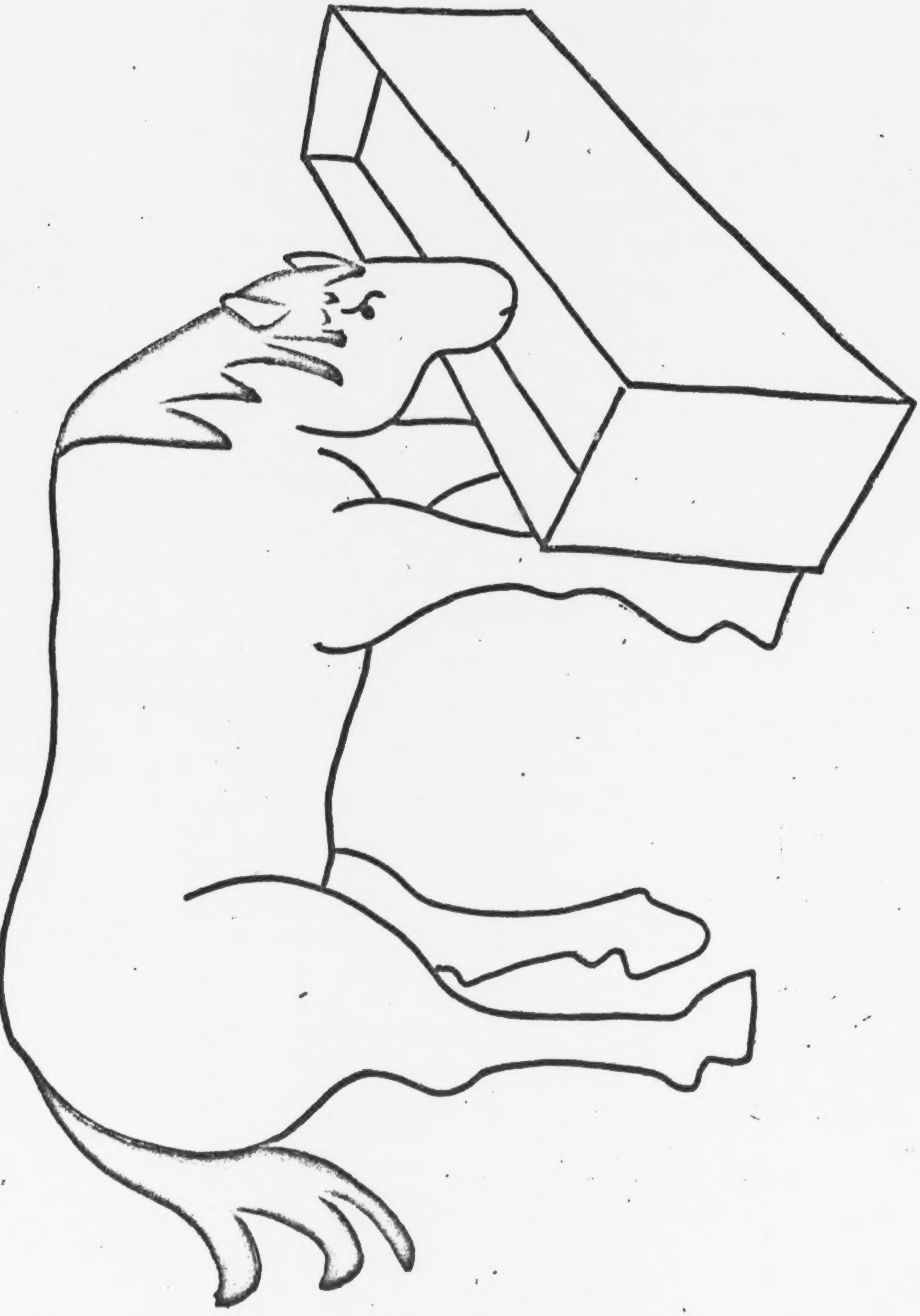


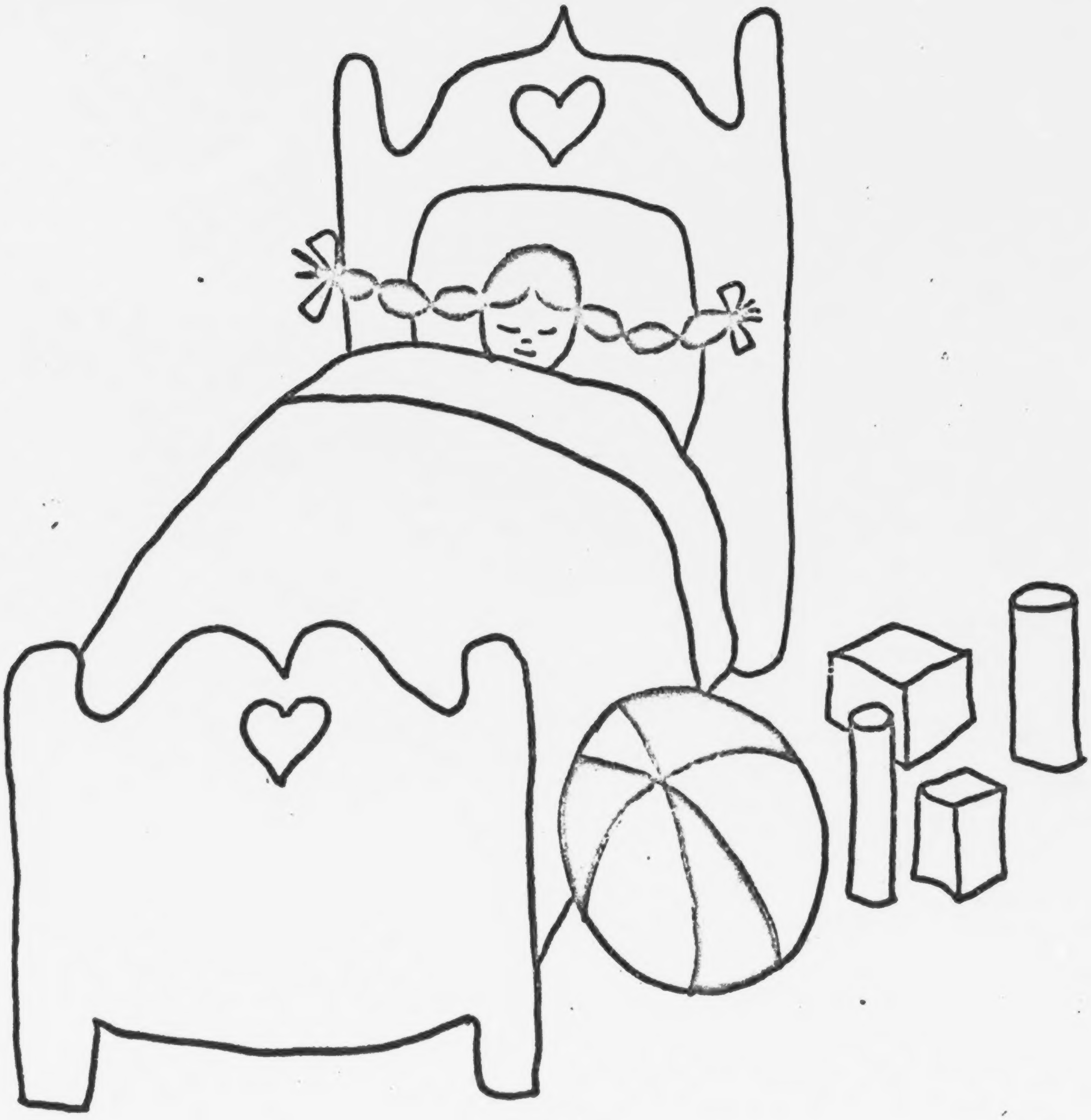


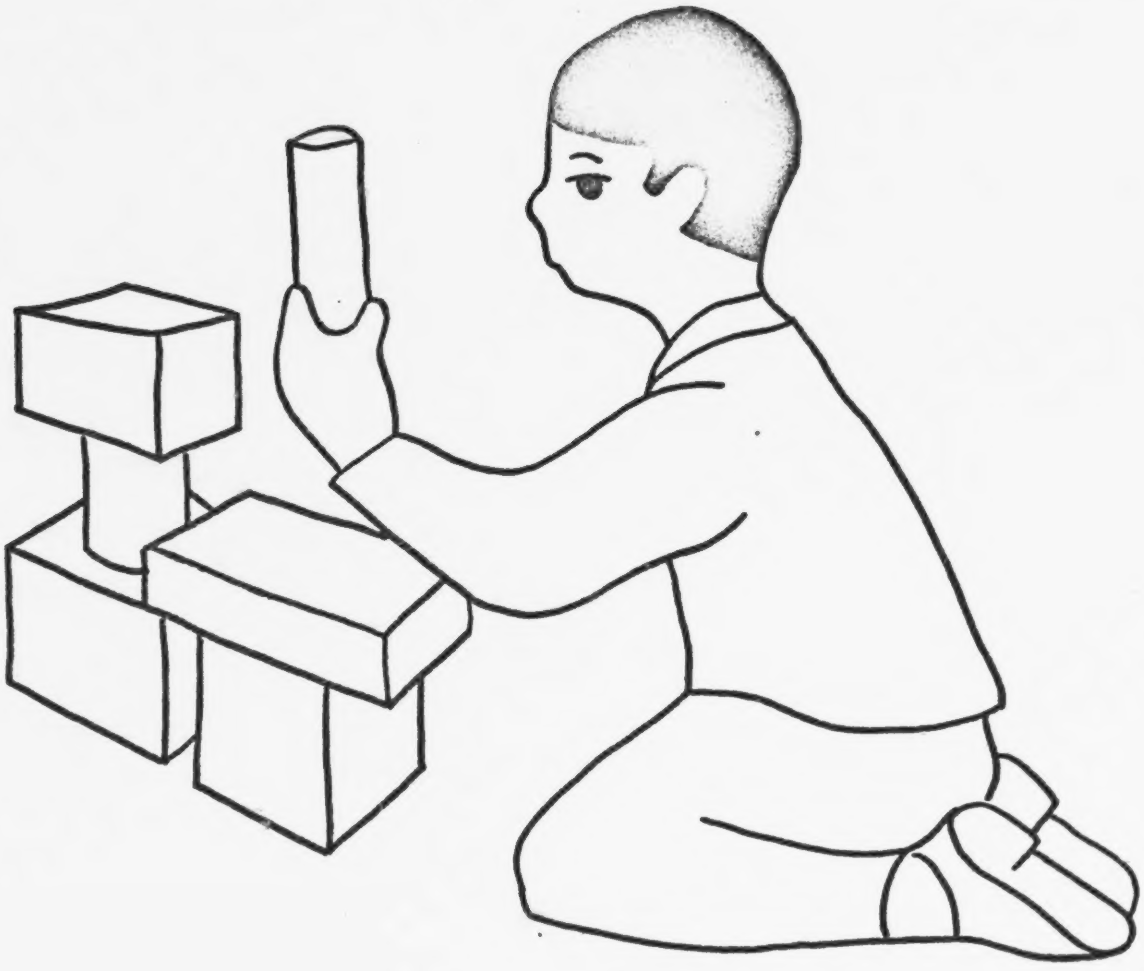
9

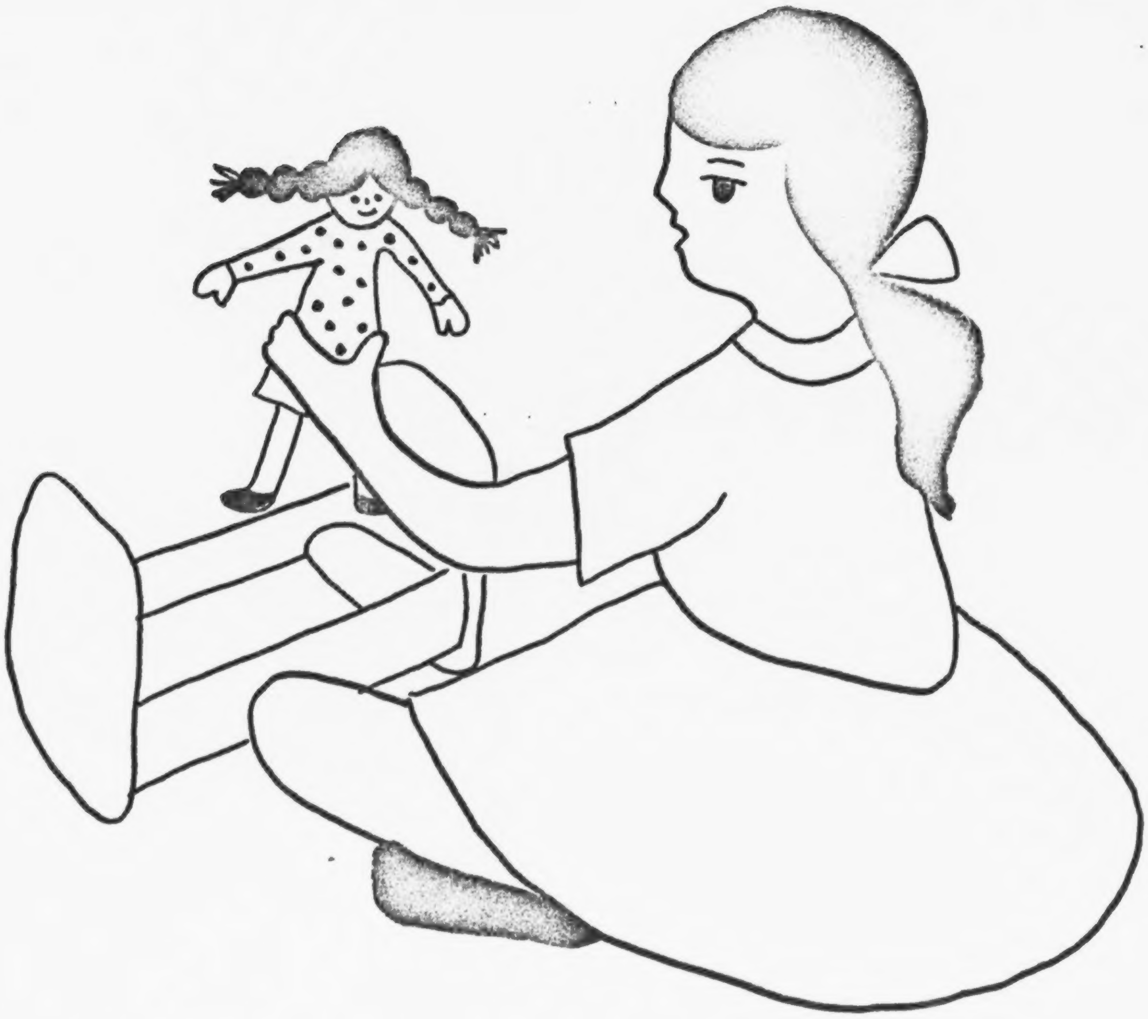


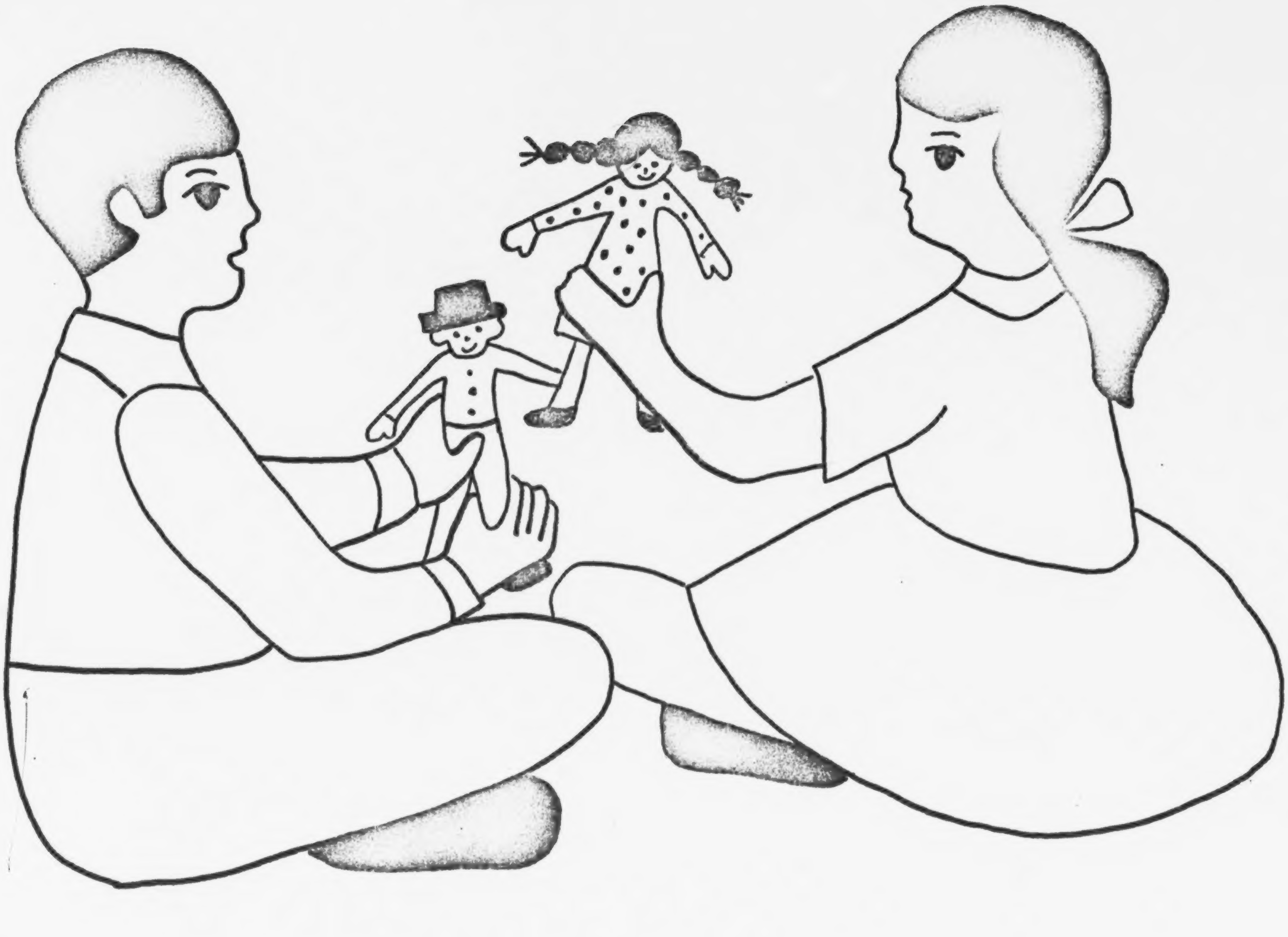


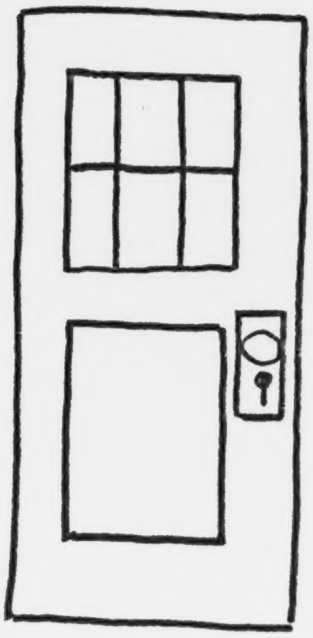


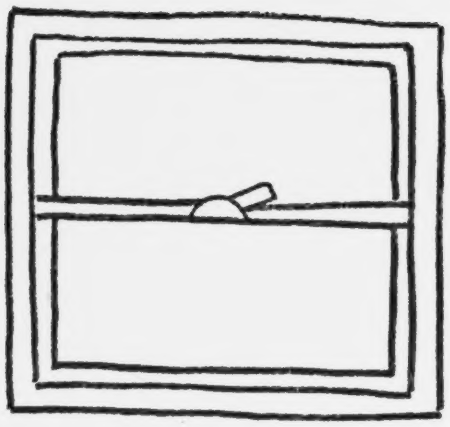


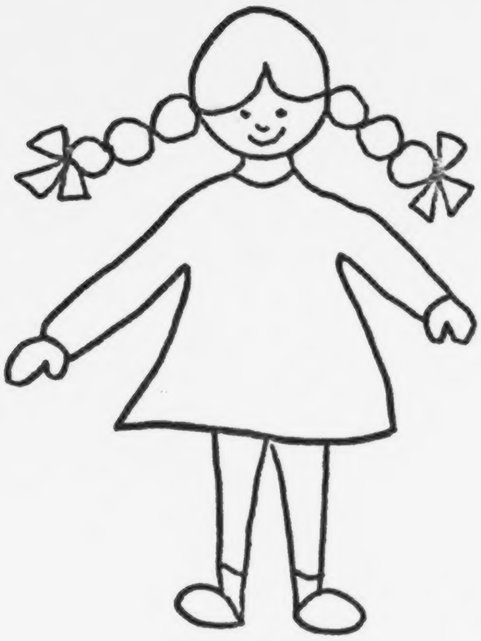


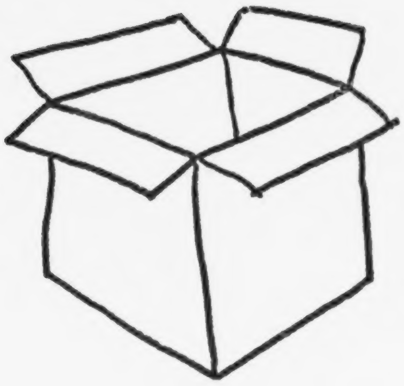


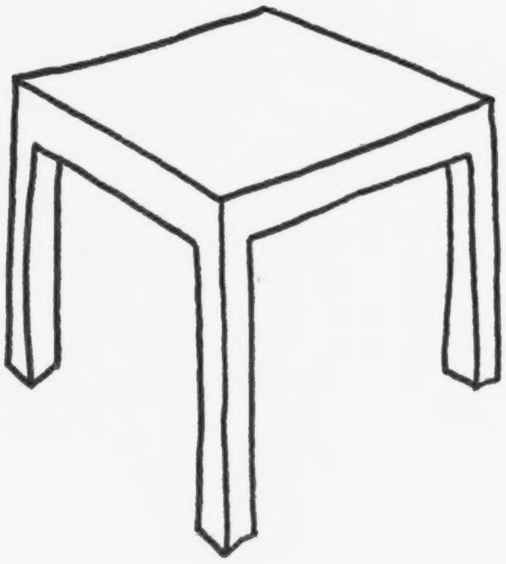


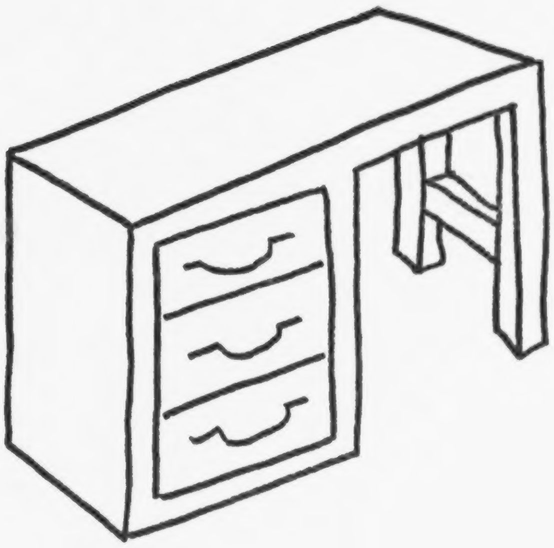


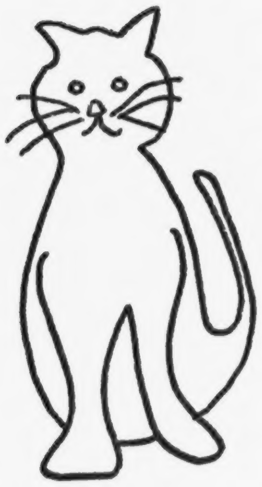


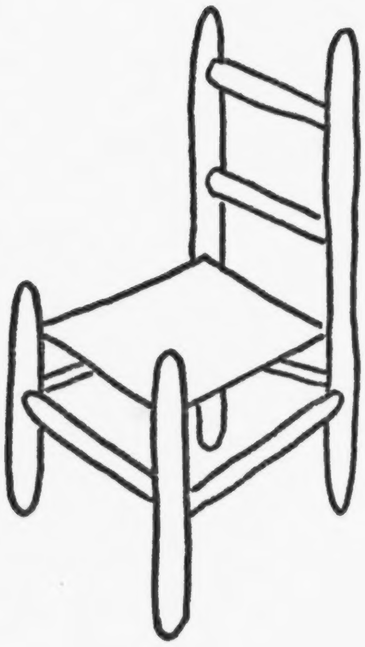


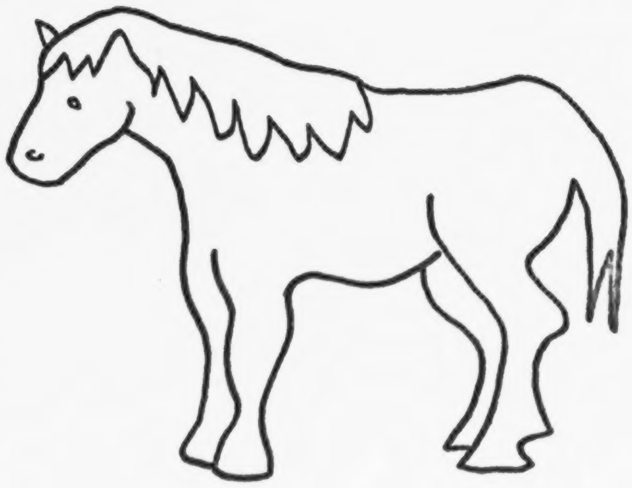


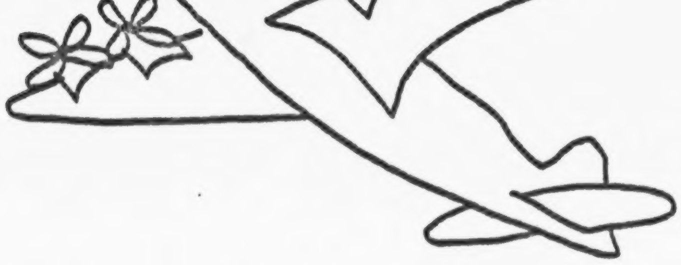


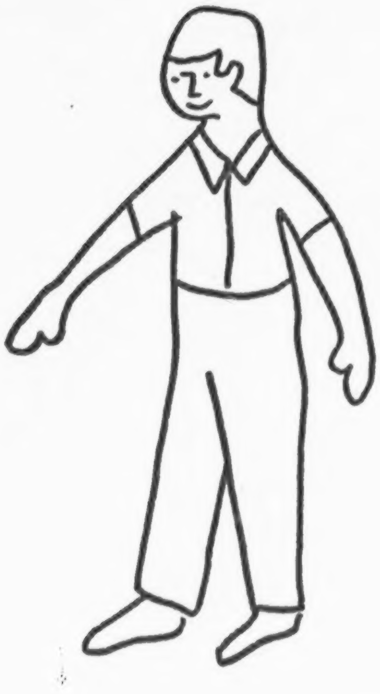


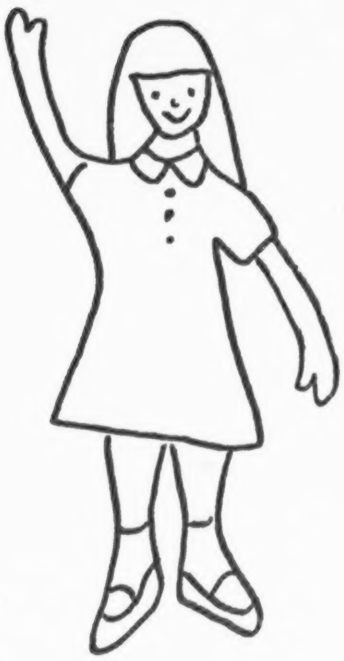


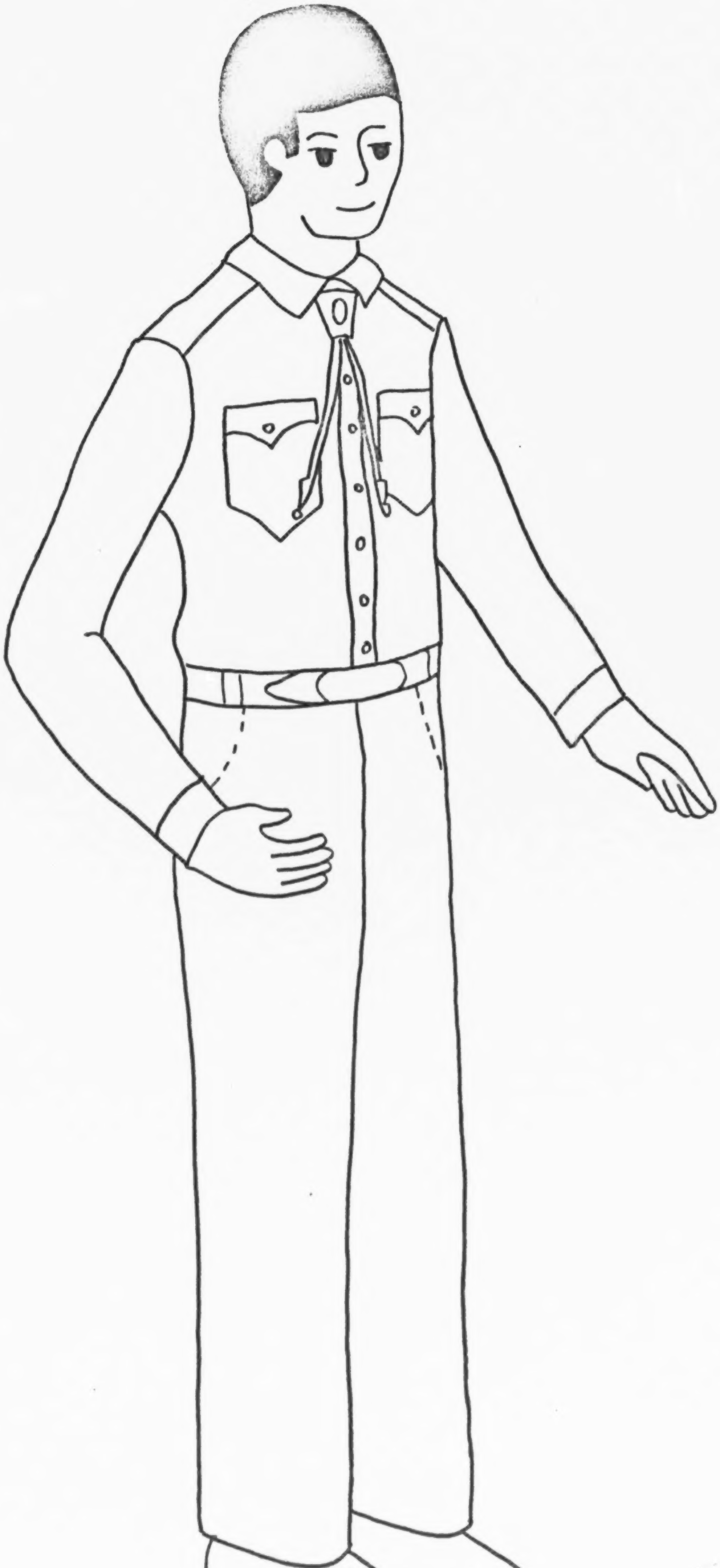


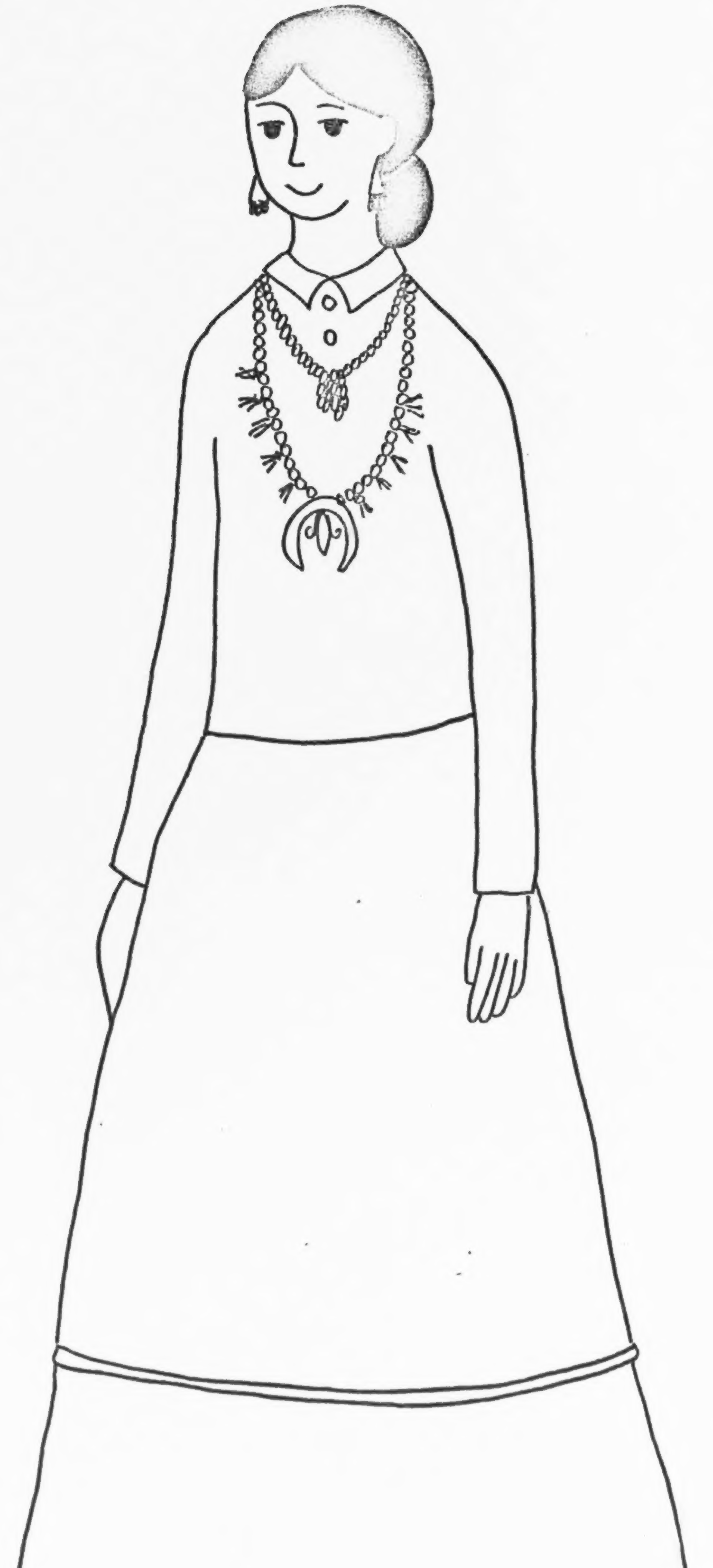




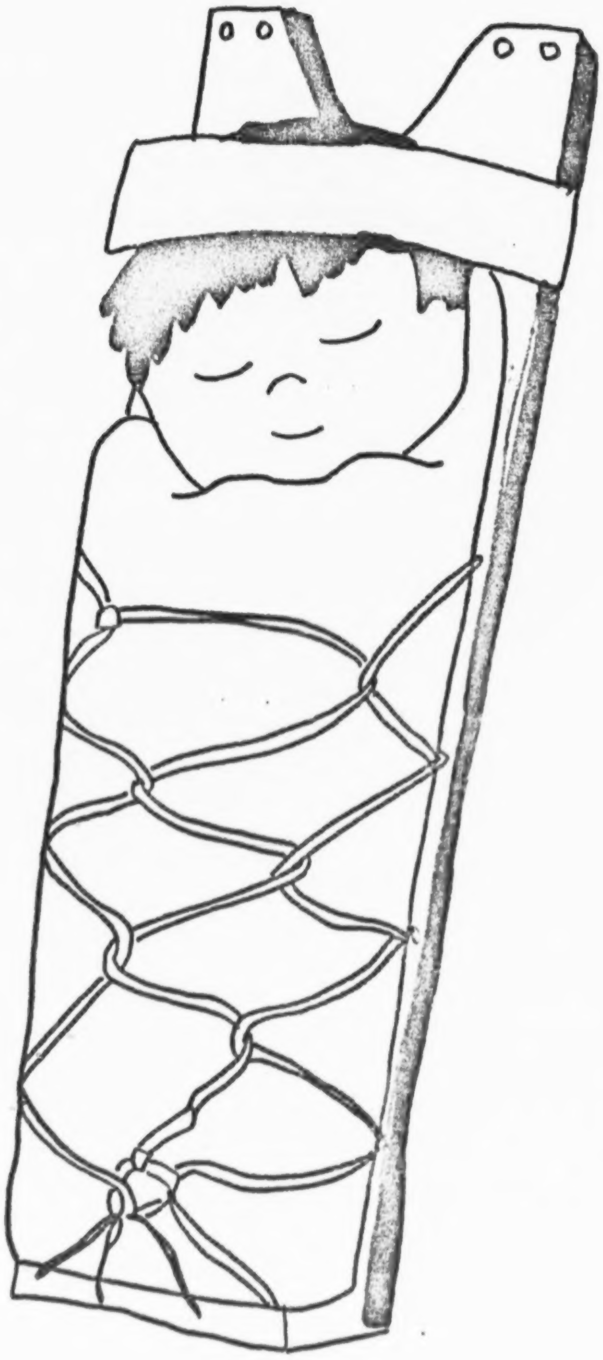


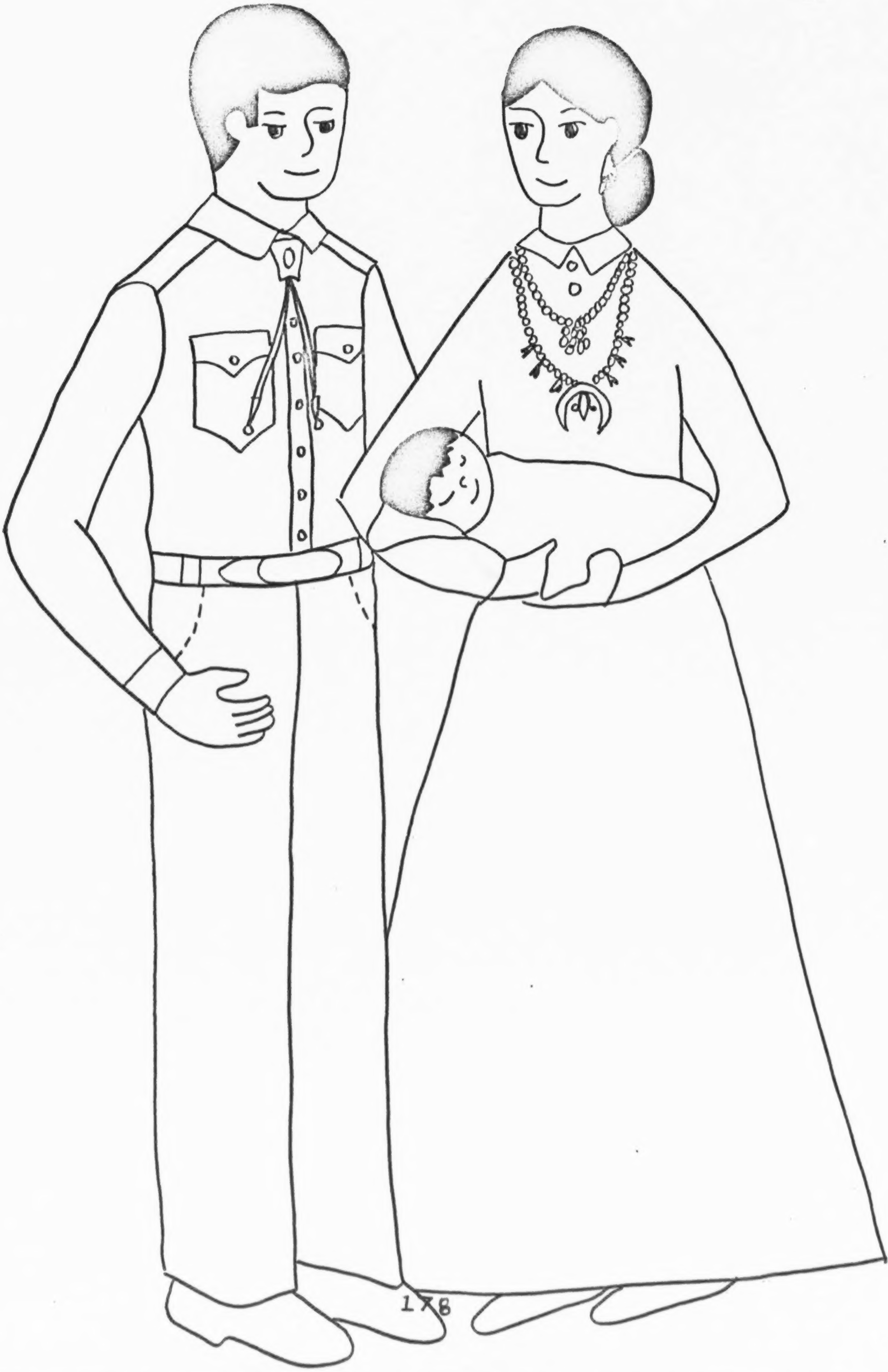


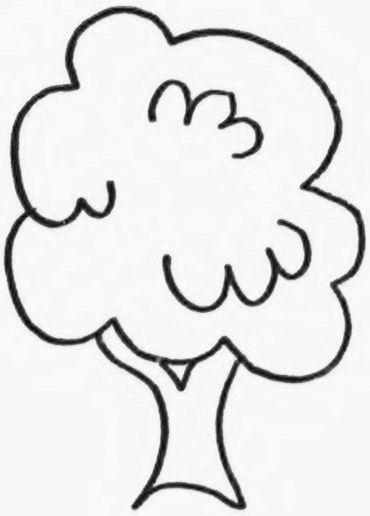


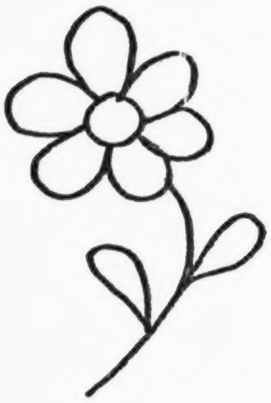


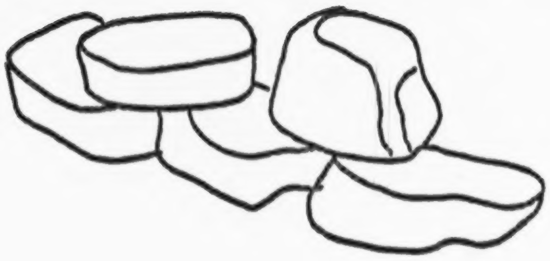
20

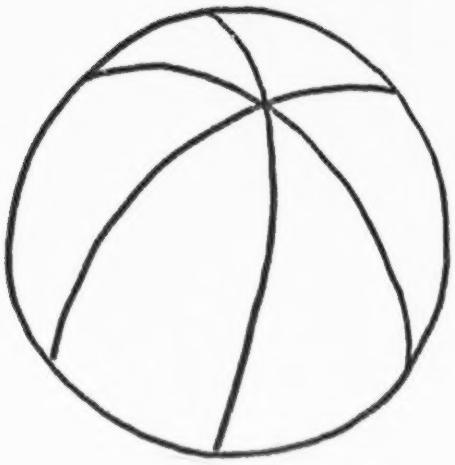


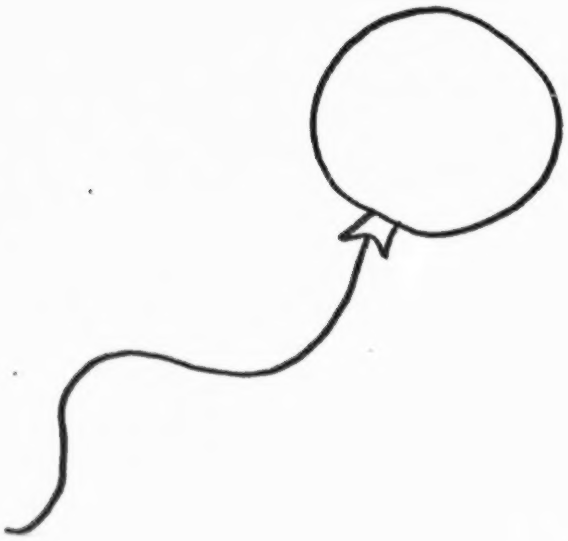


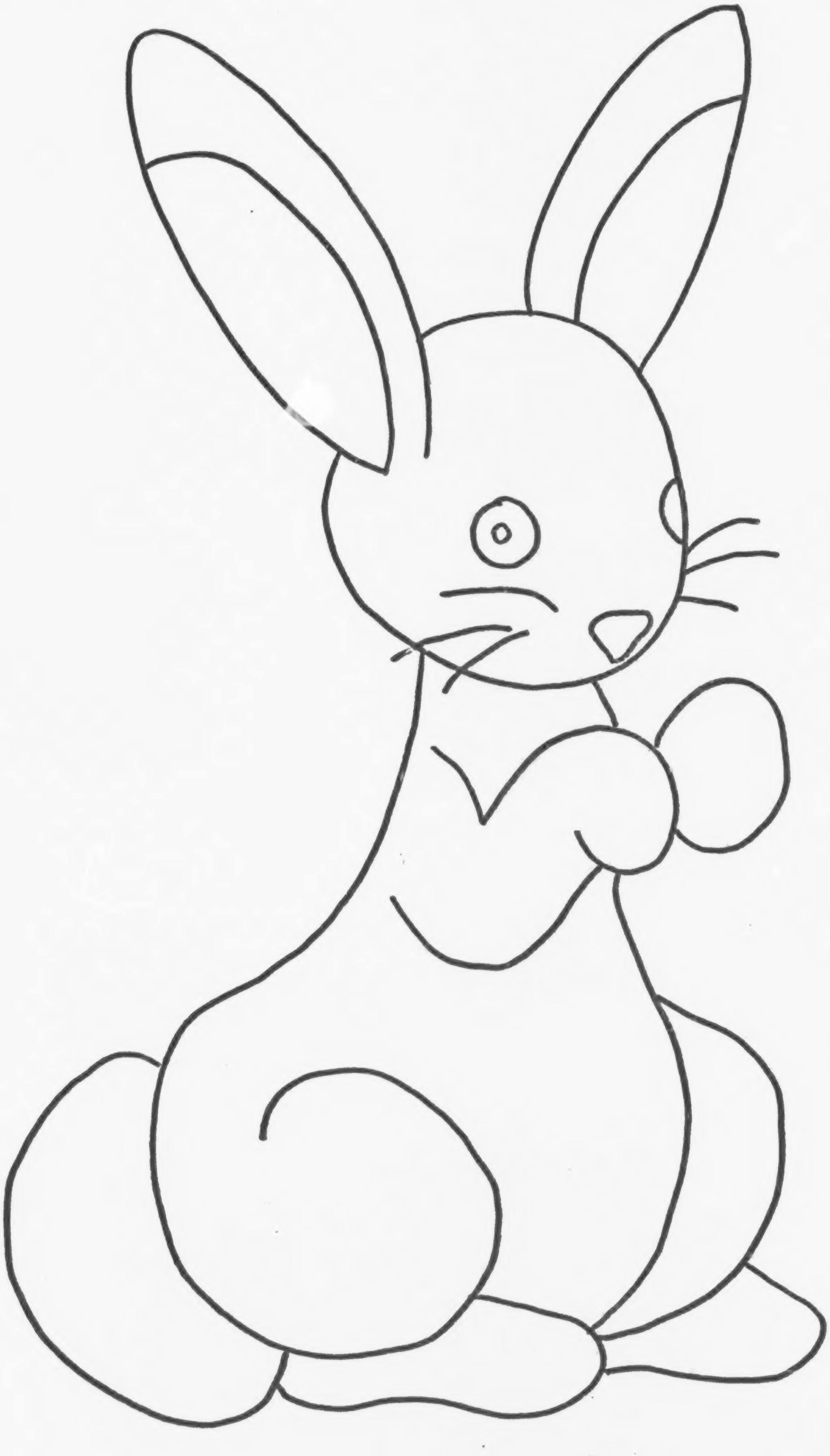


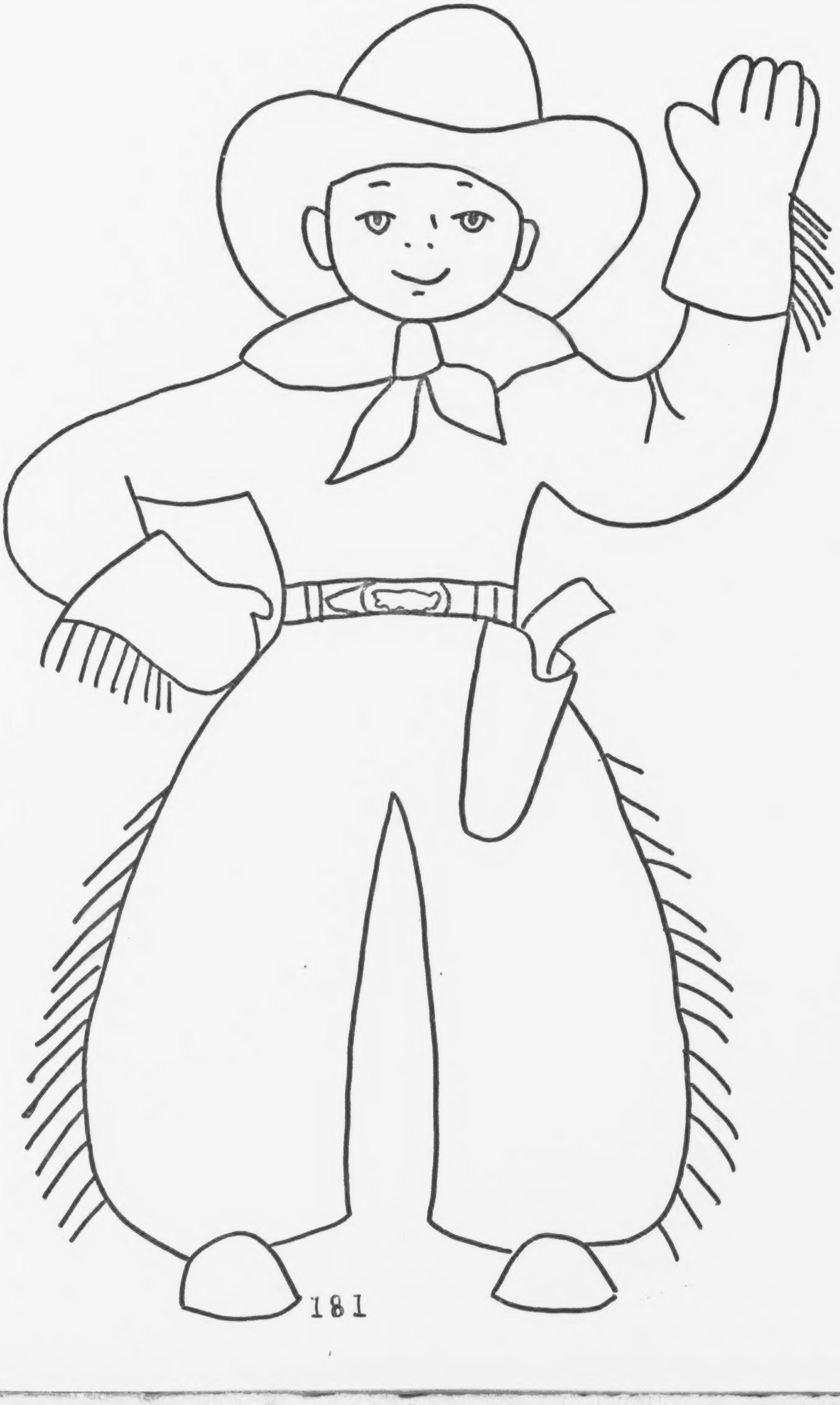


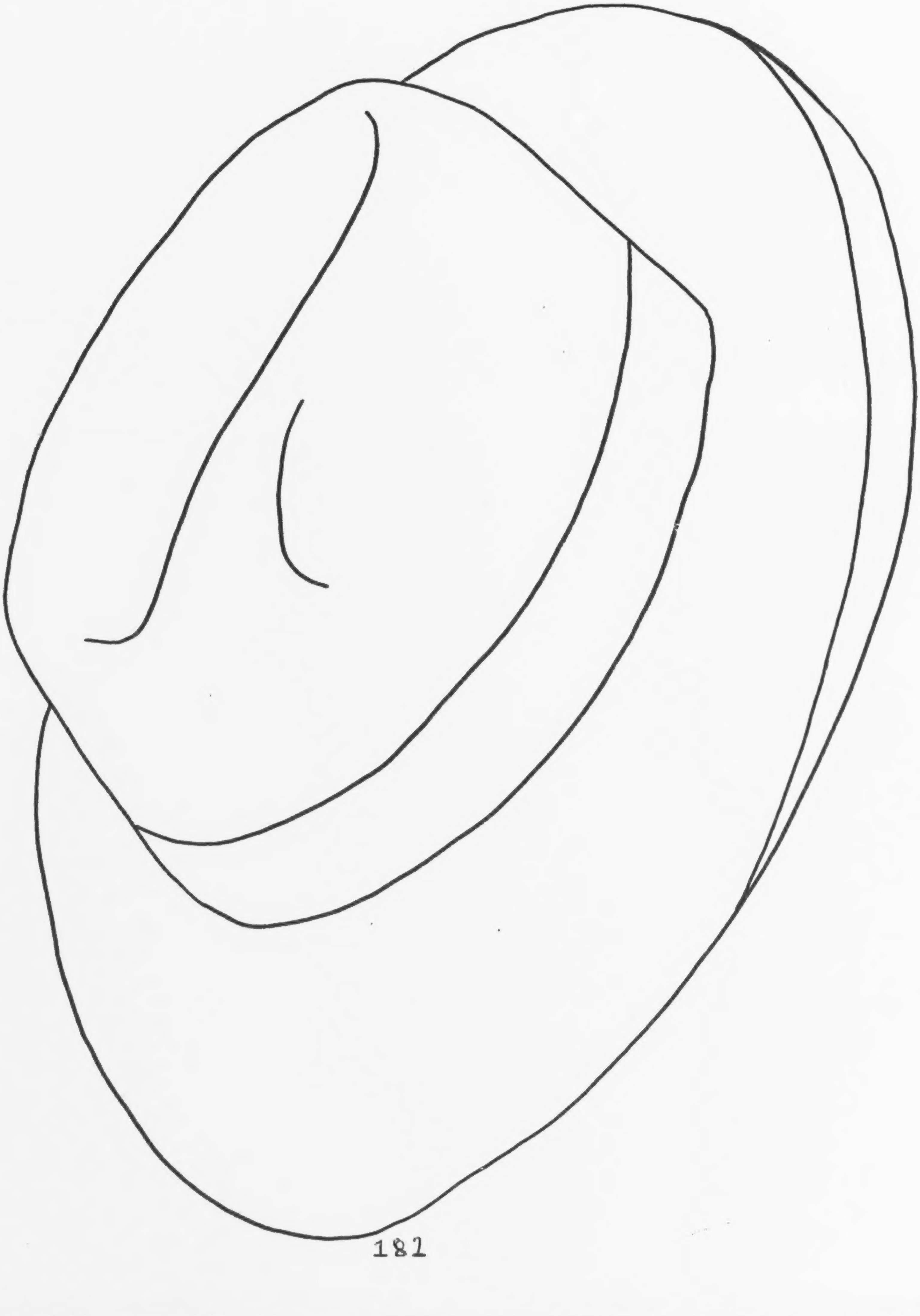


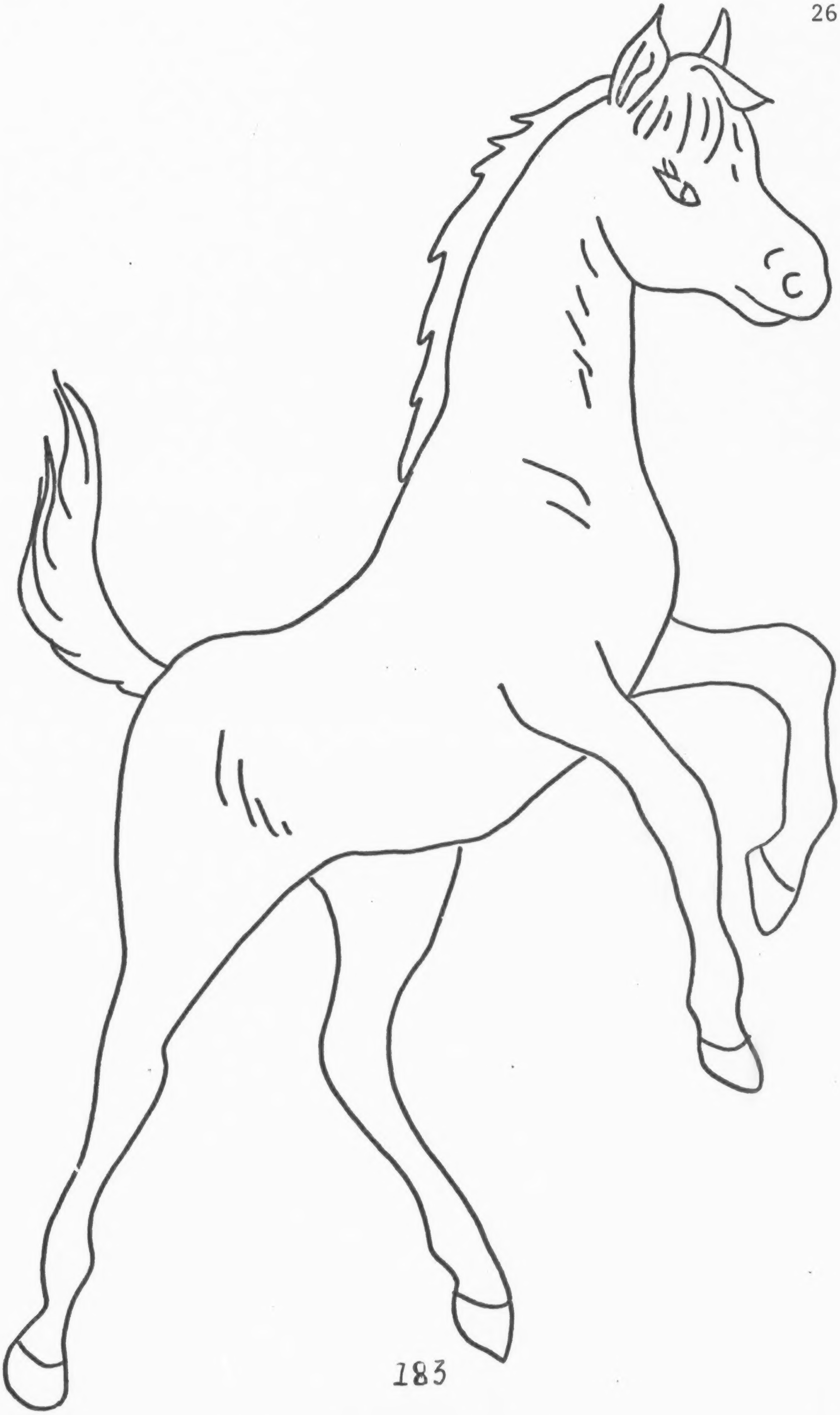


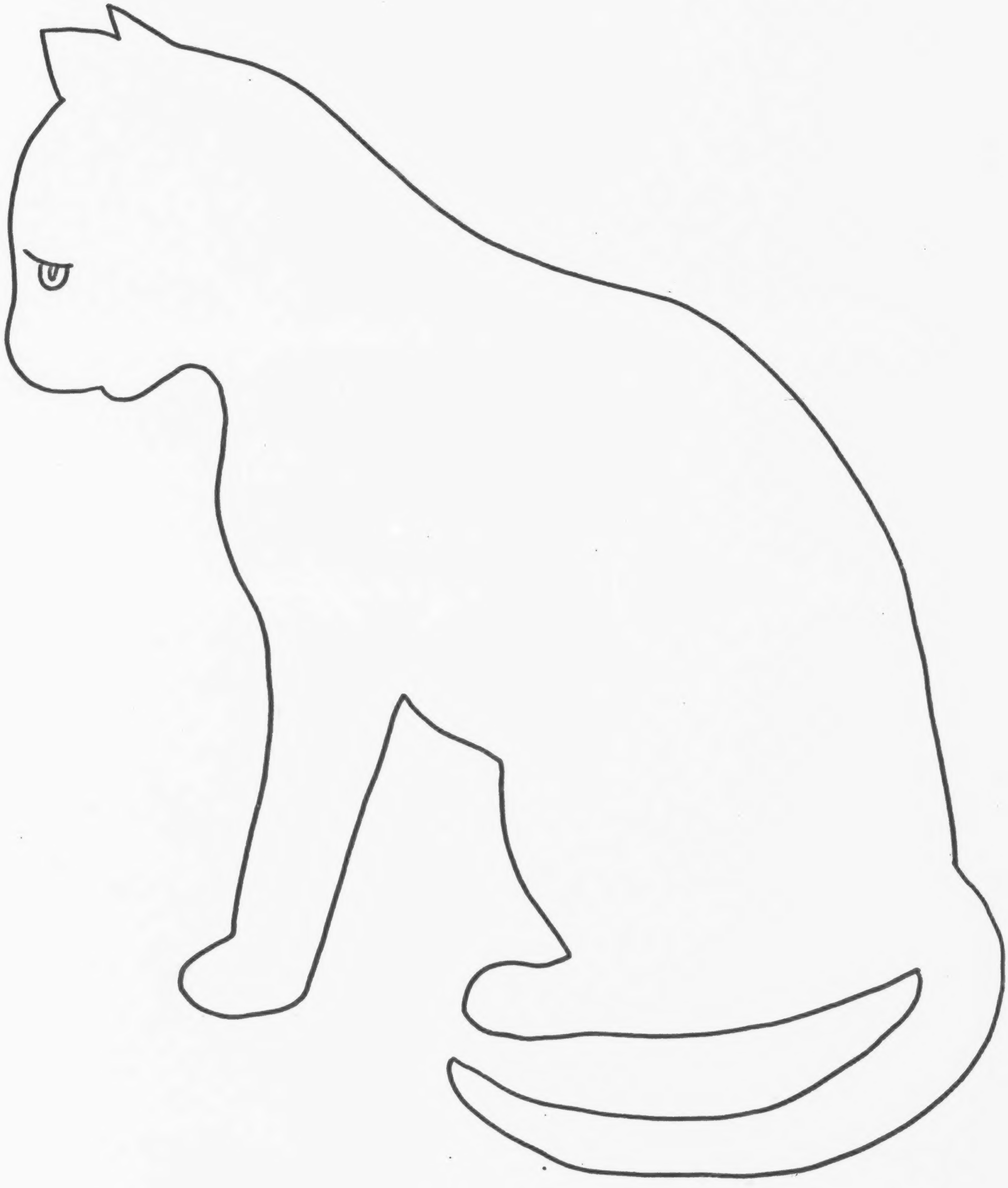


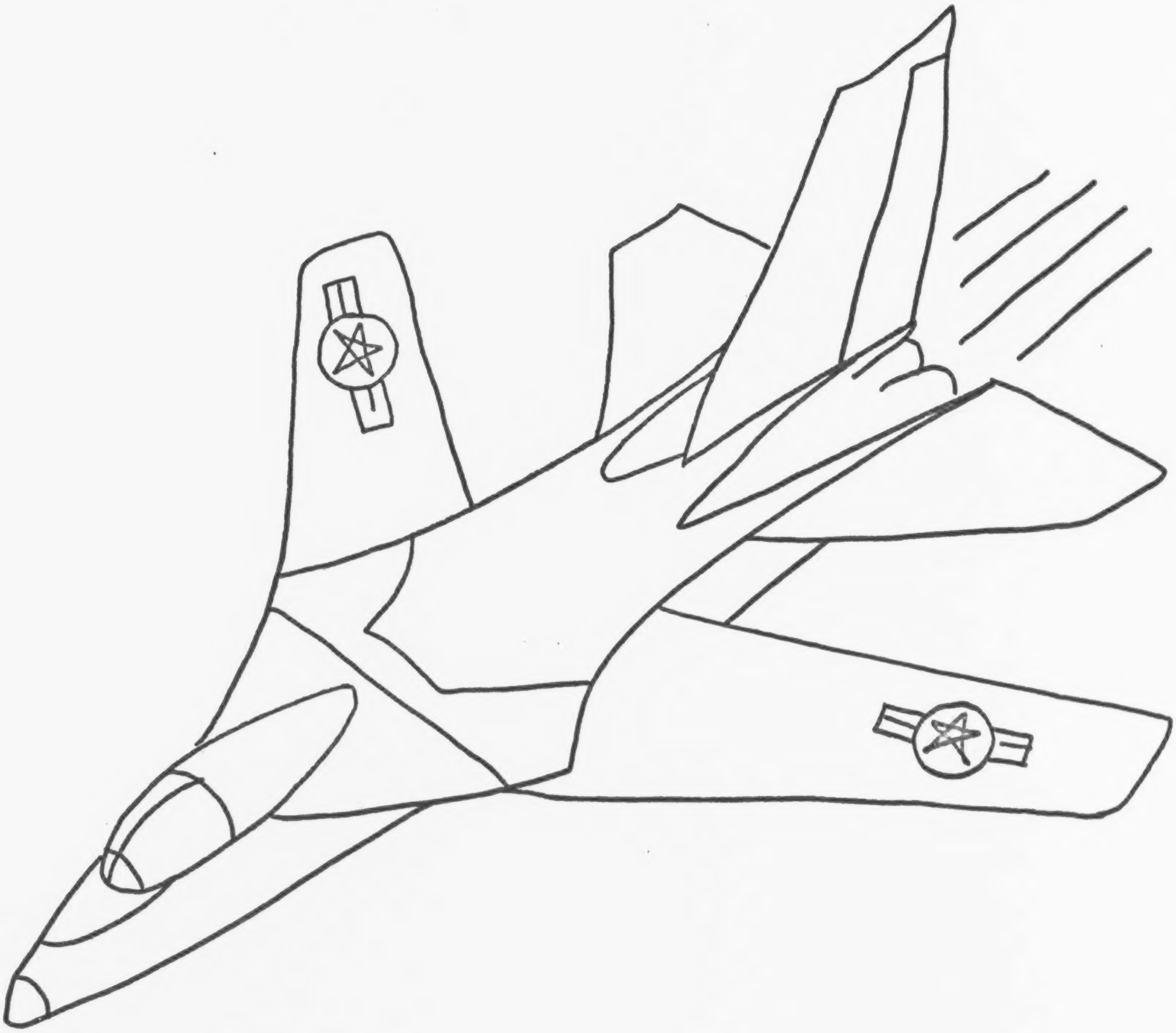


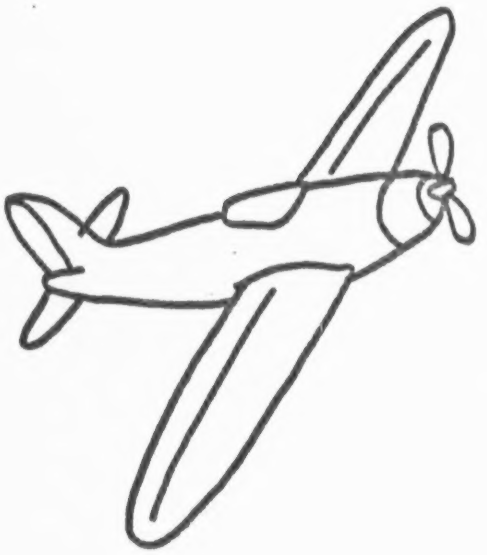


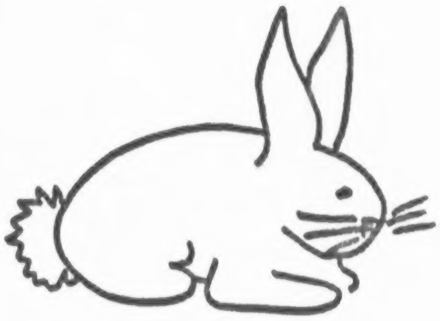


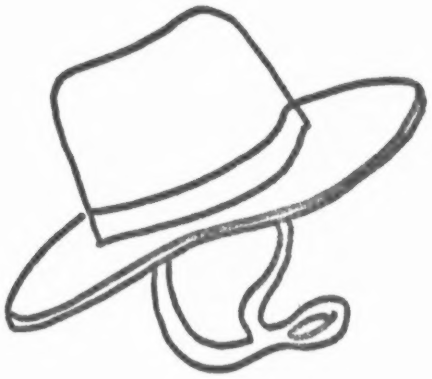


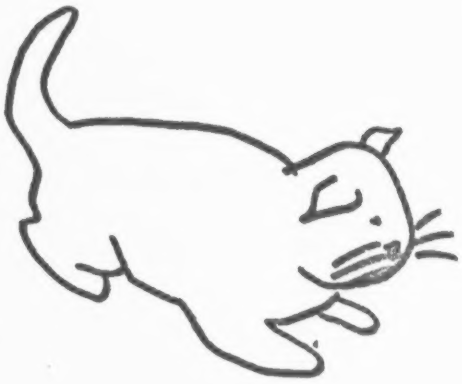


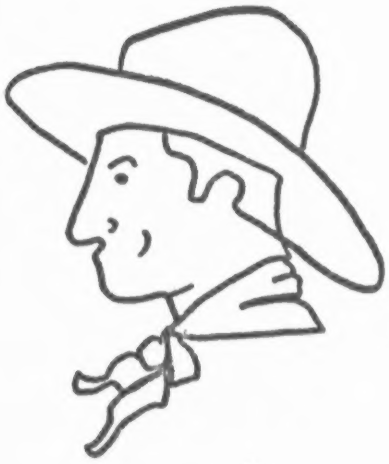


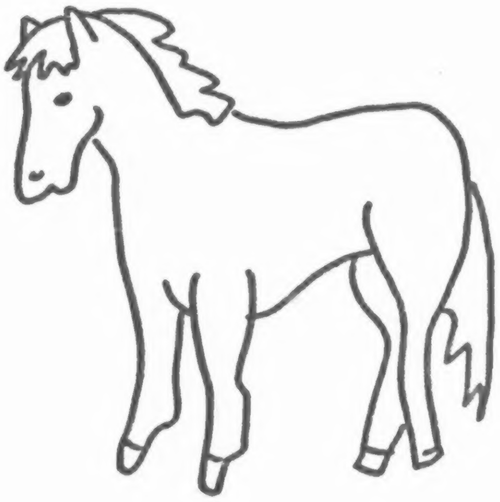


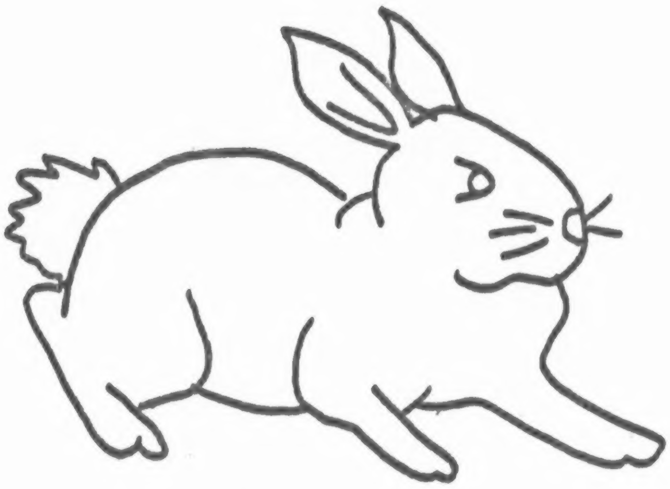


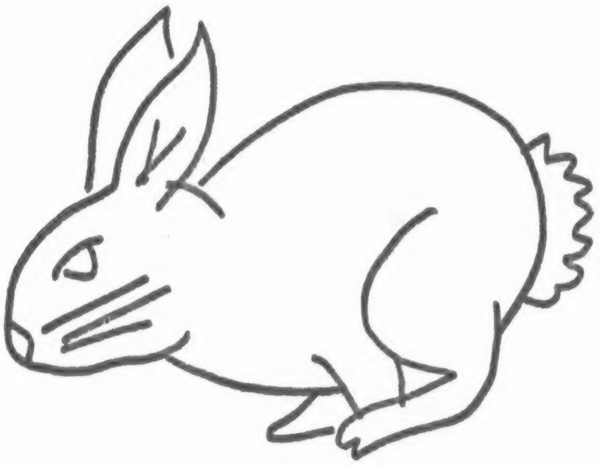


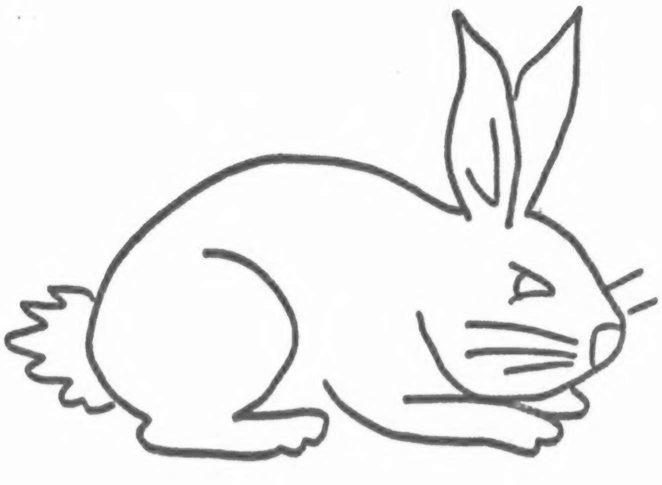


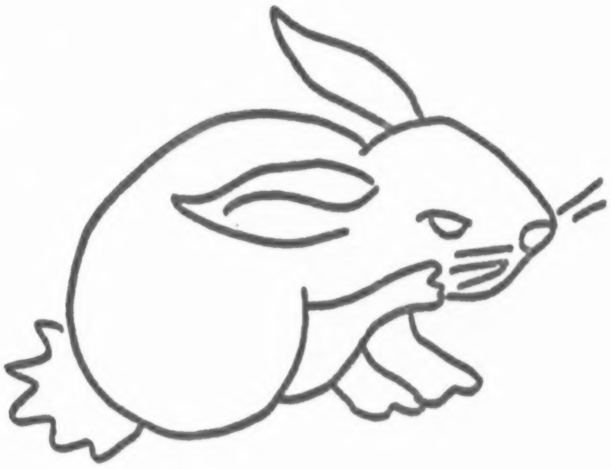


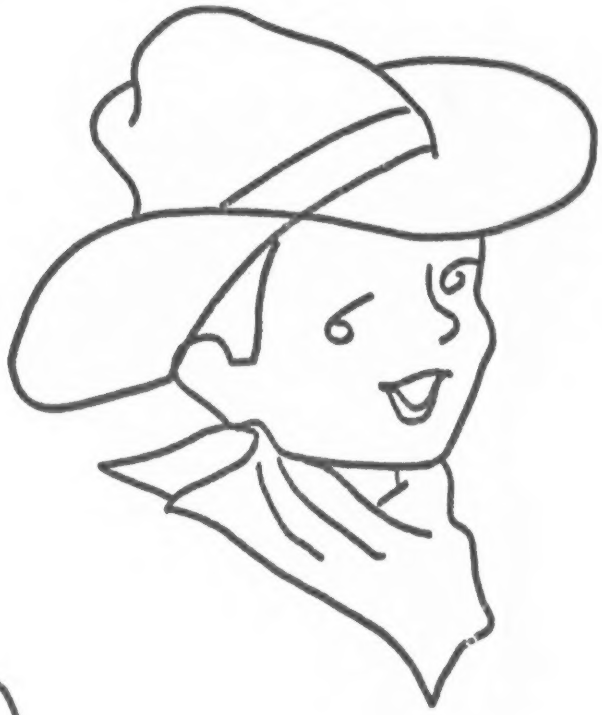


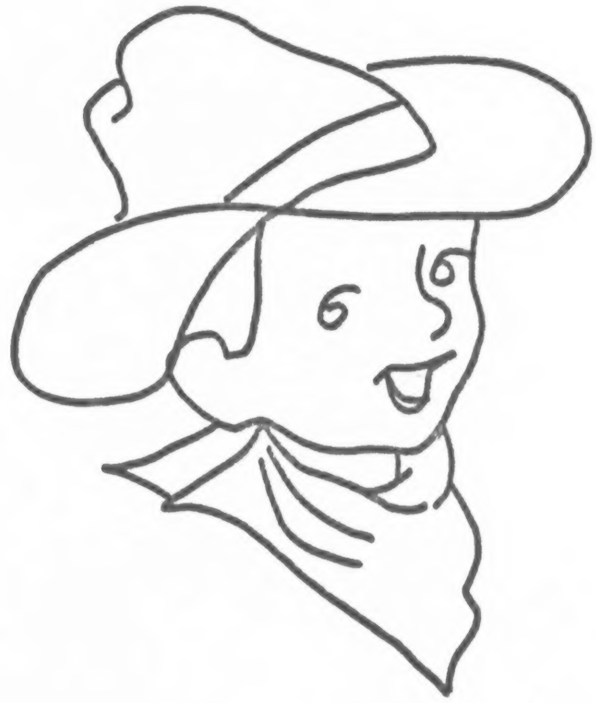


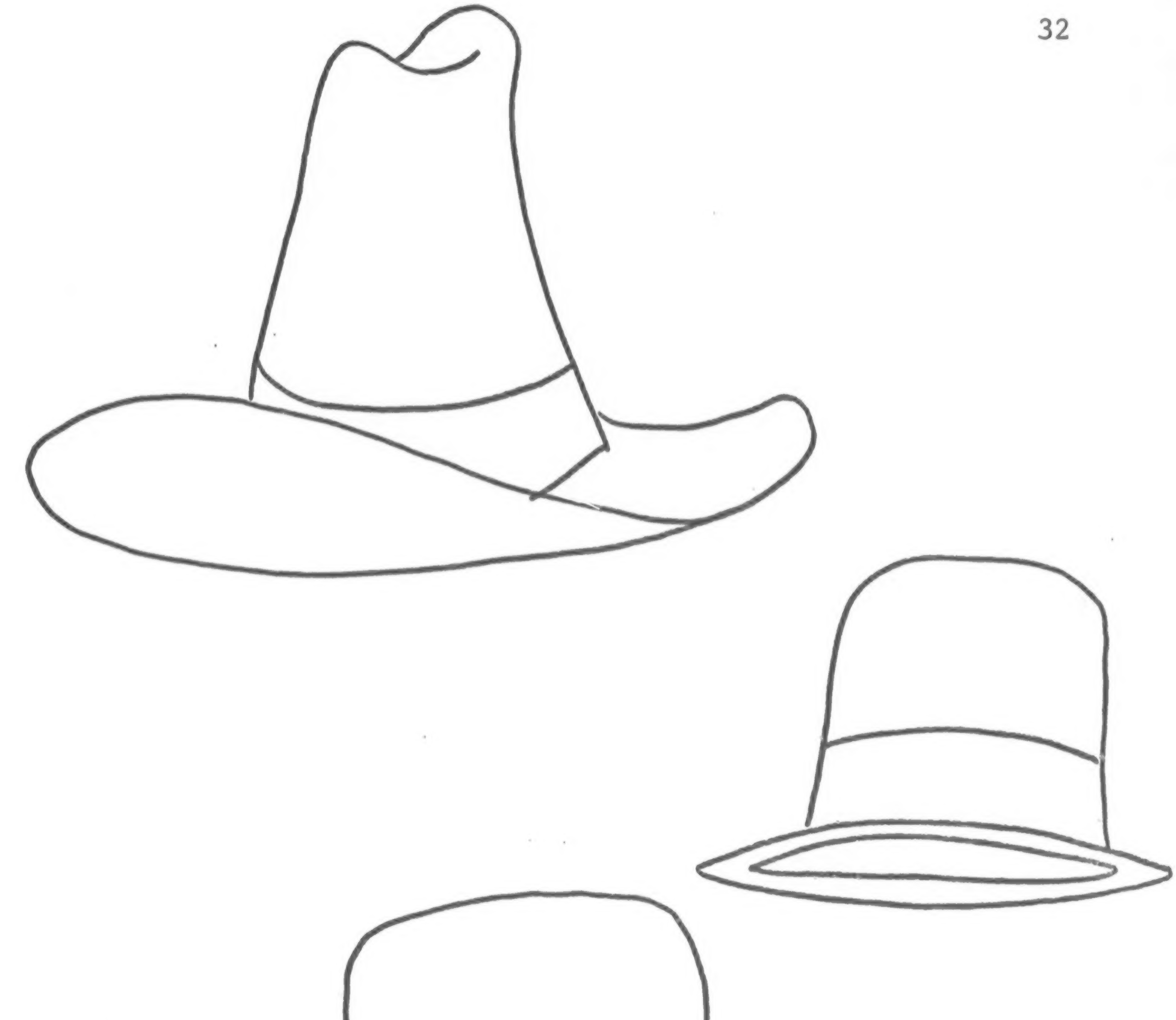


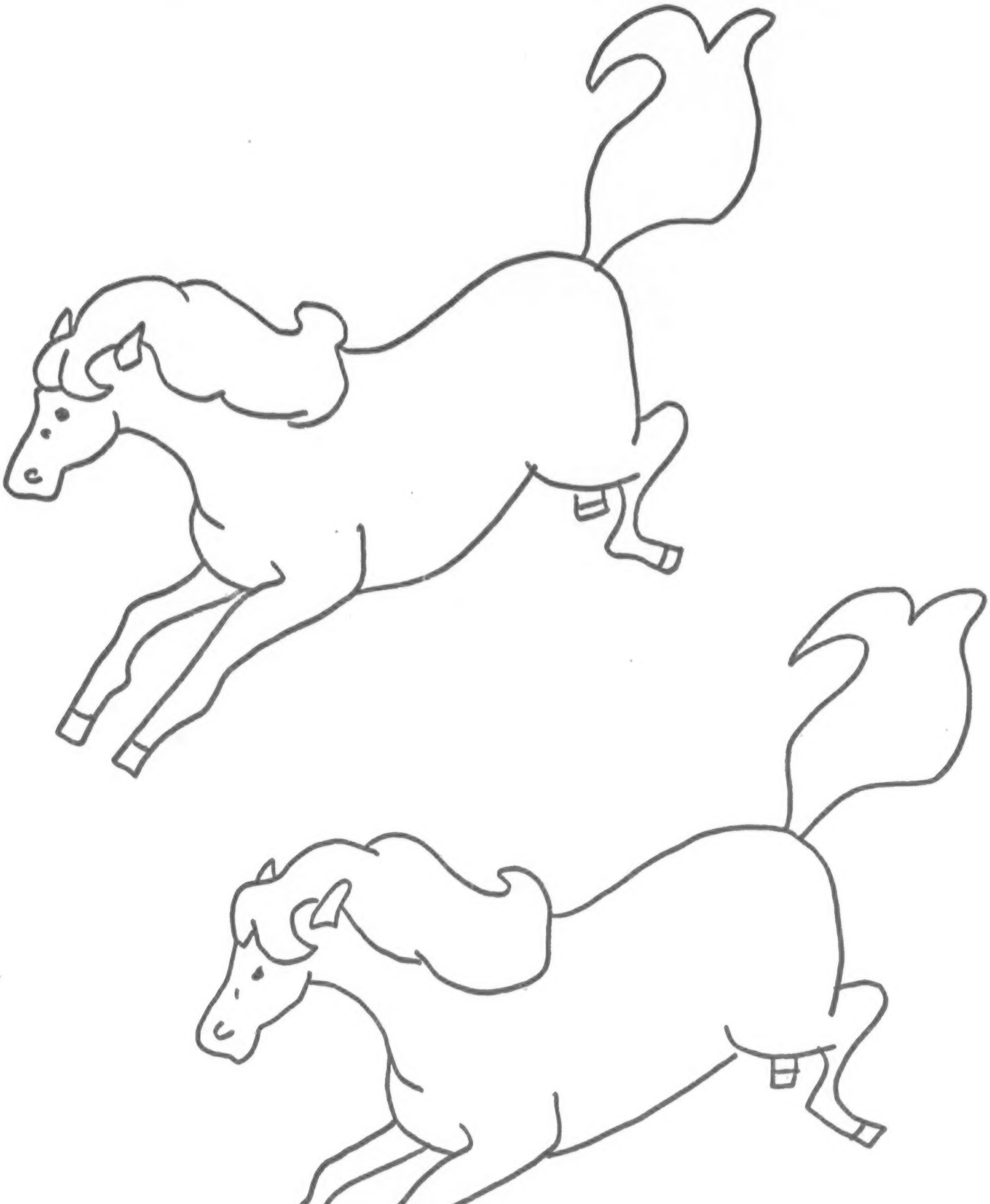


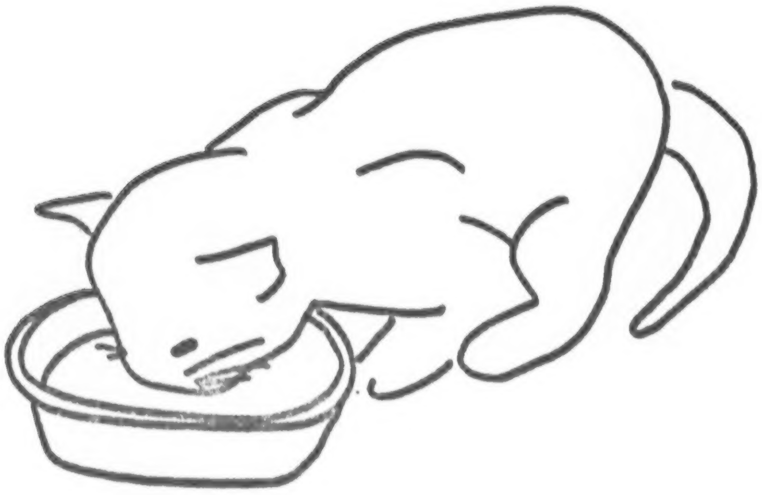


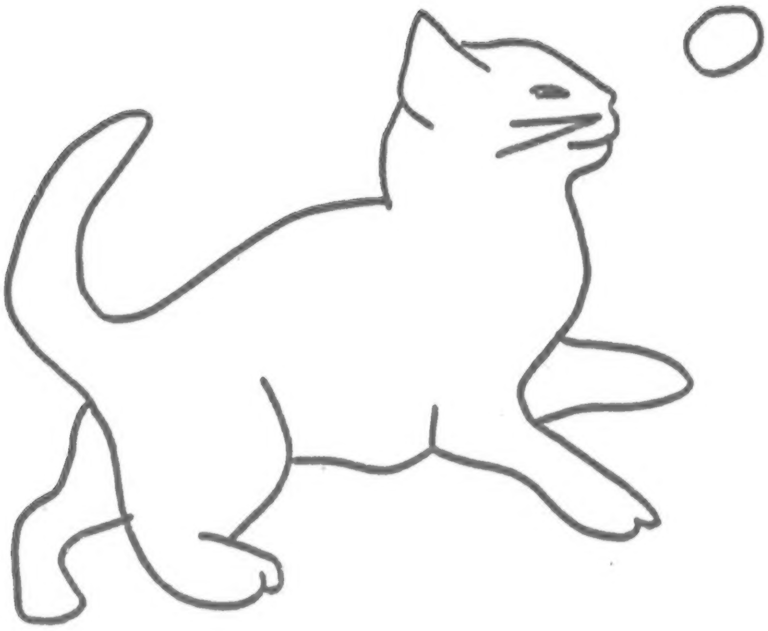


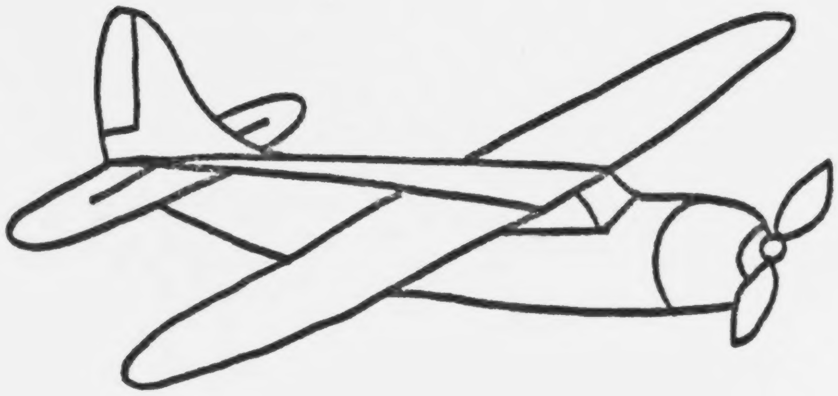


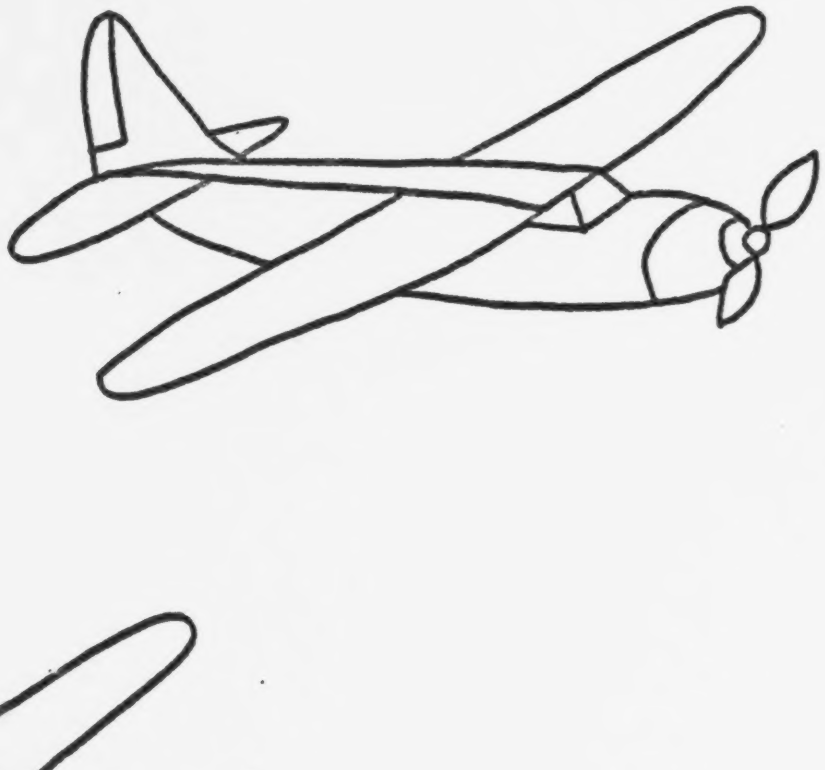


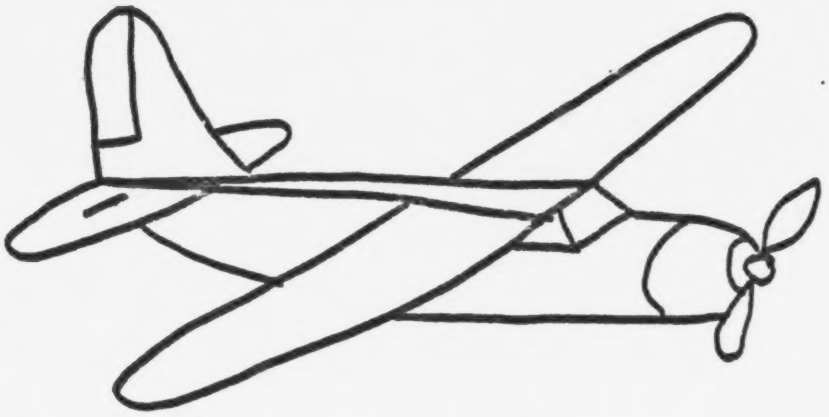


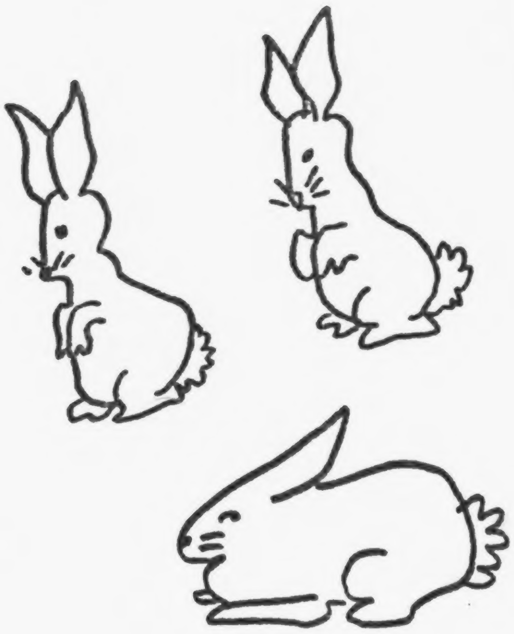


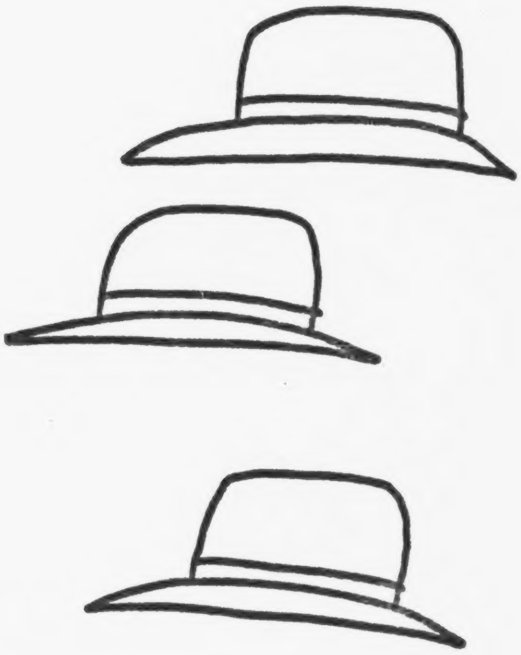


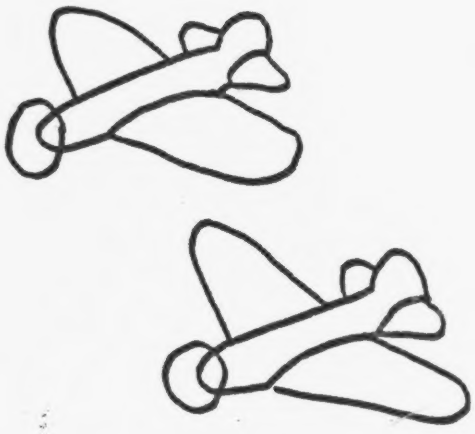


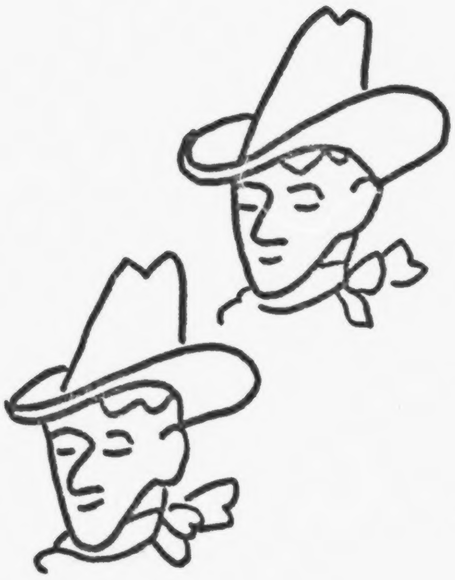


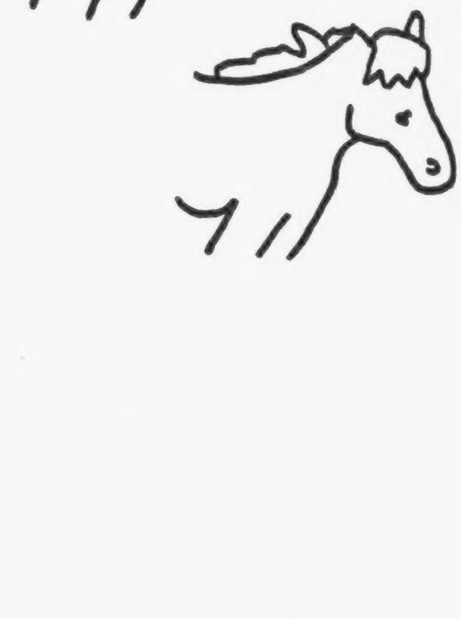


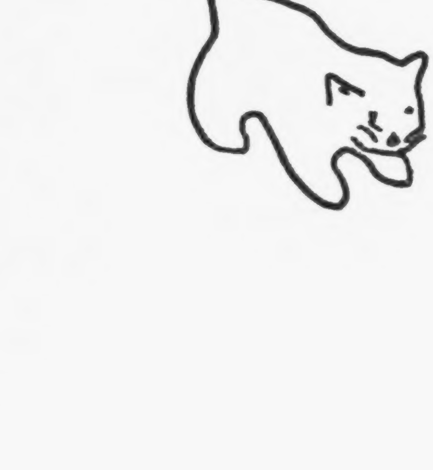


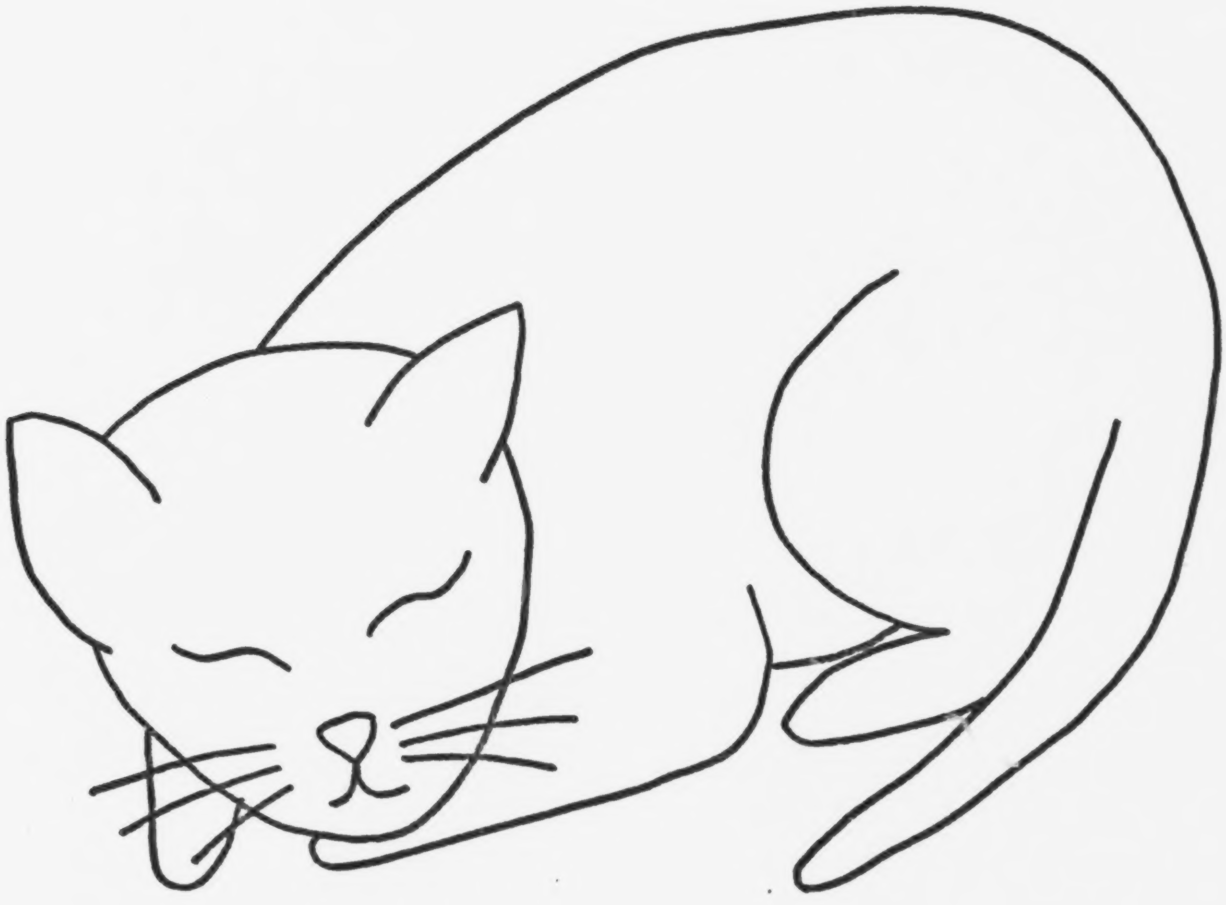


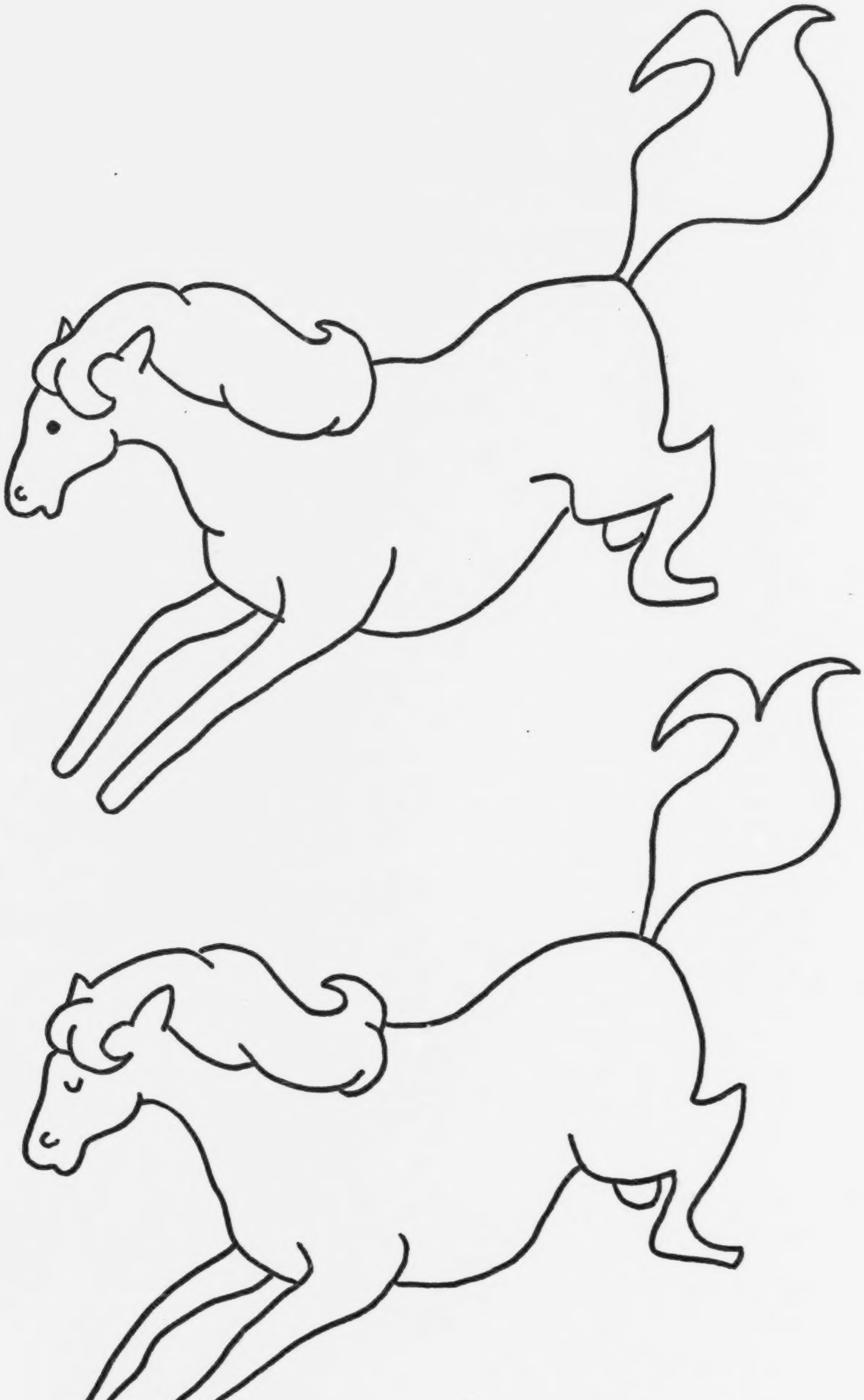


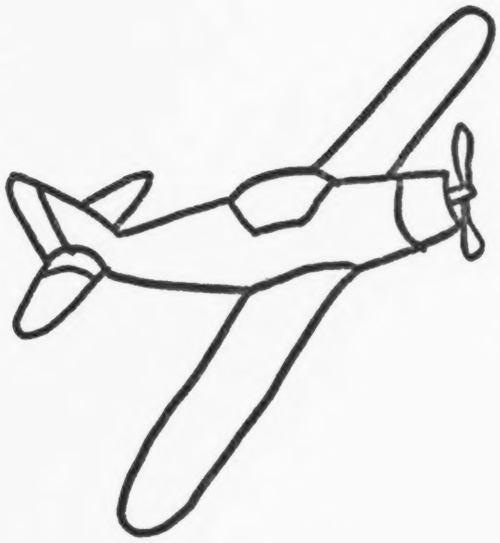


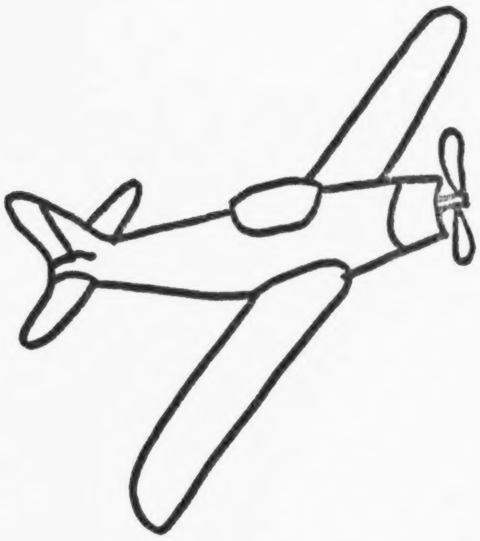


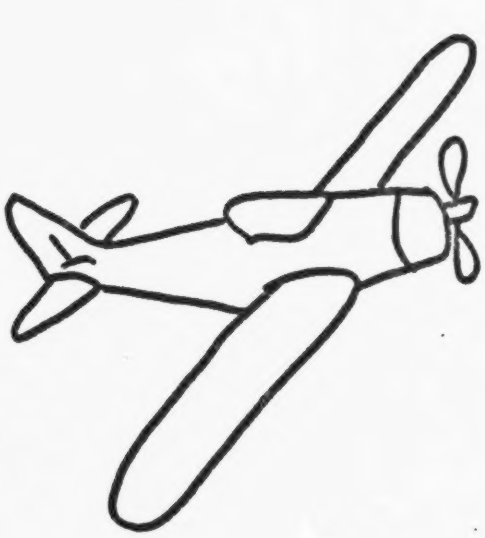


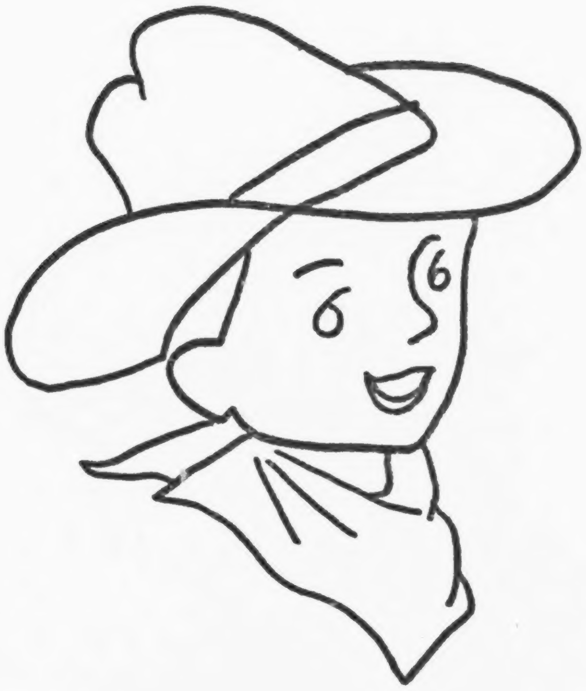


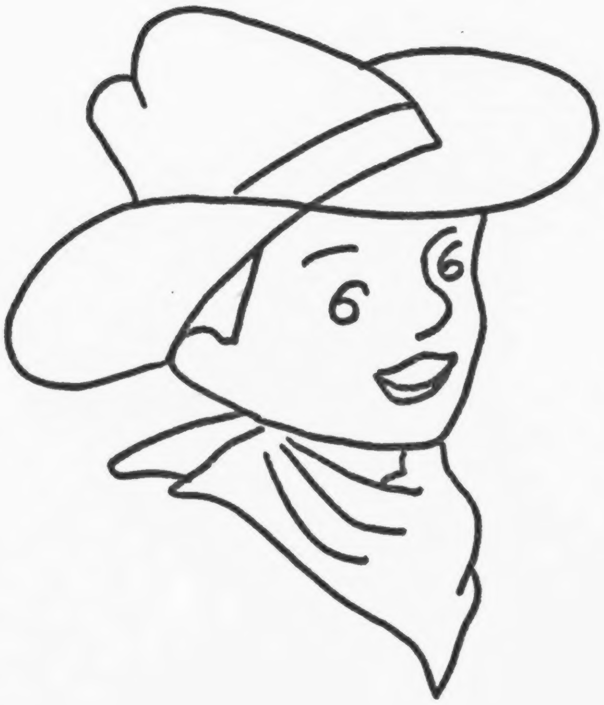


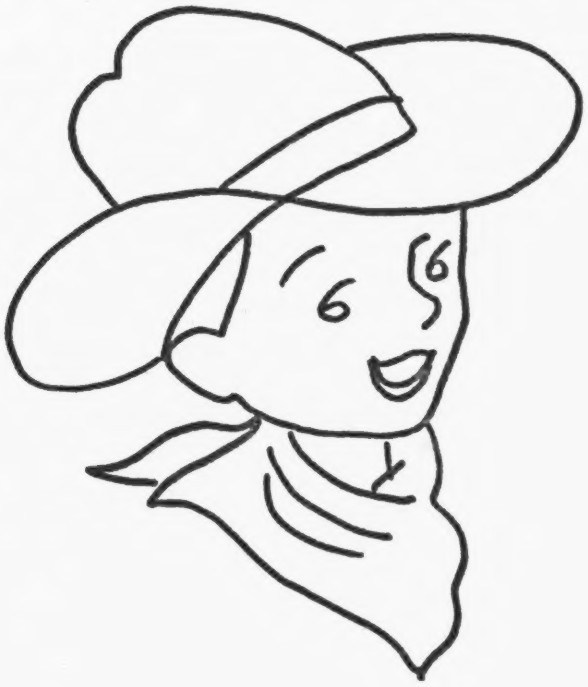


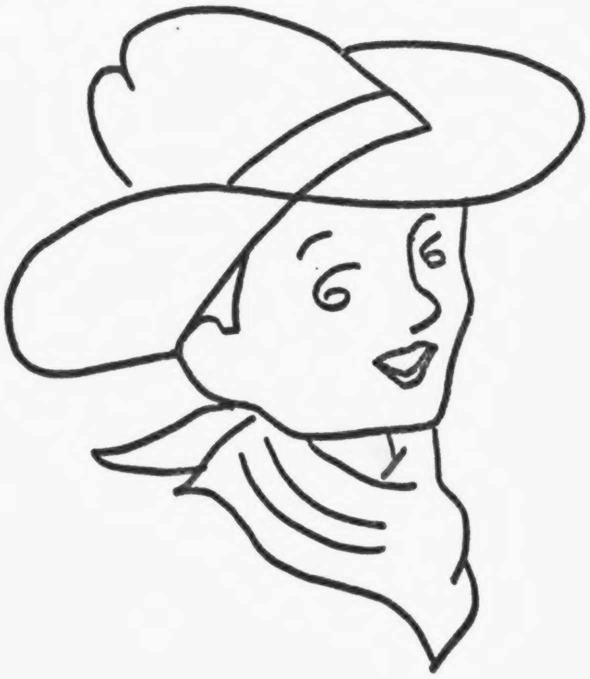


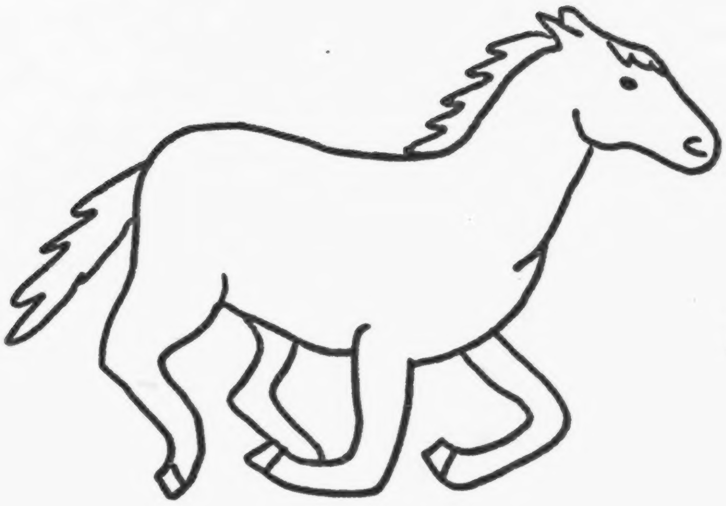


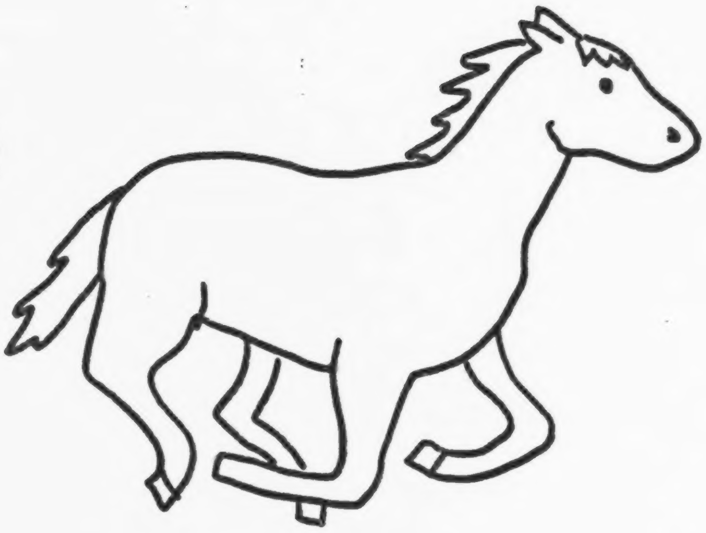


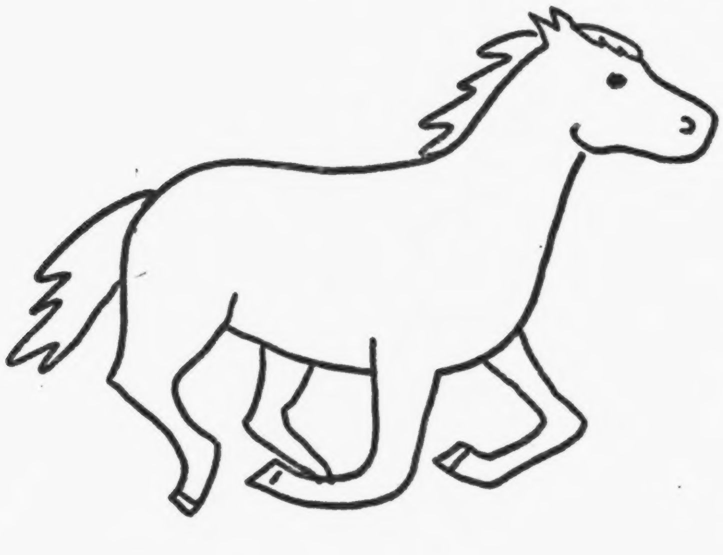


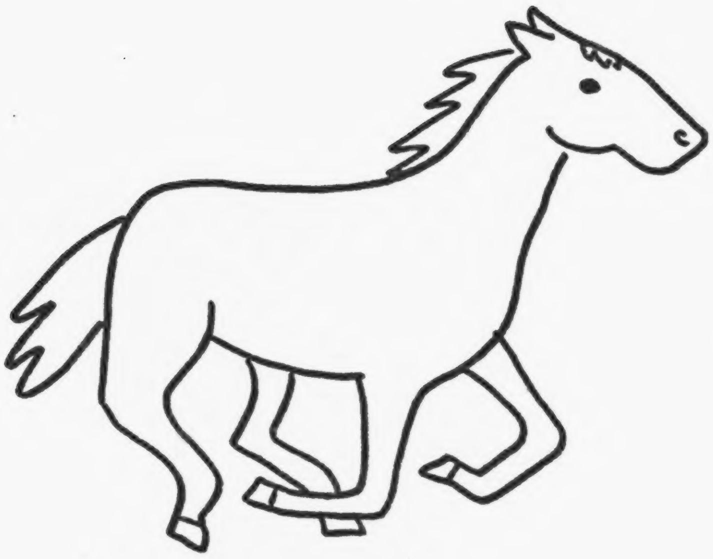


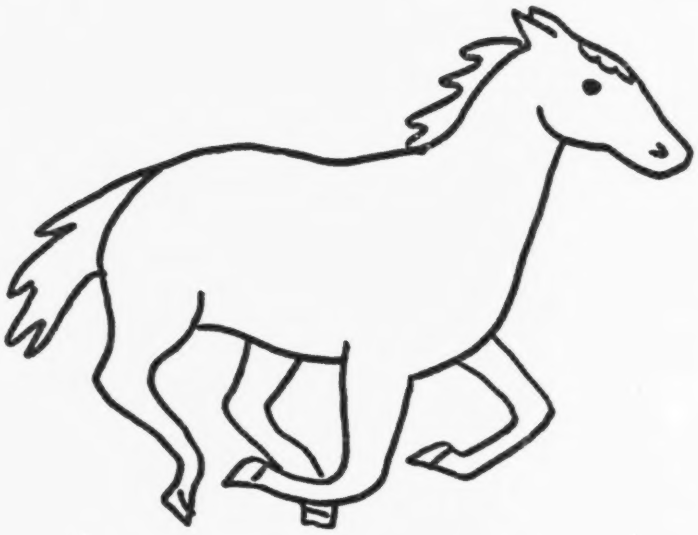


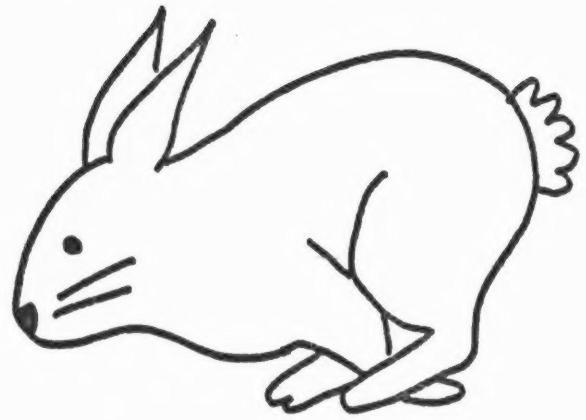


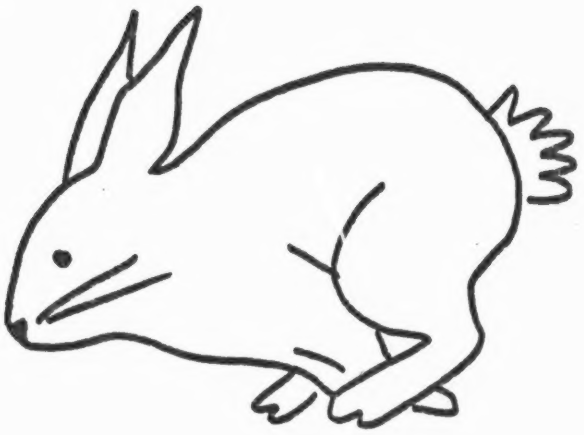


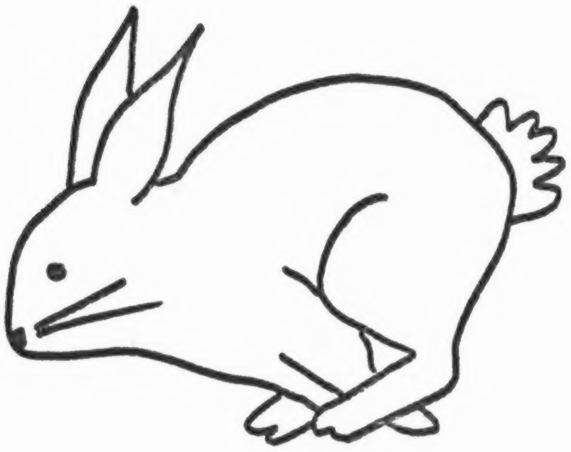


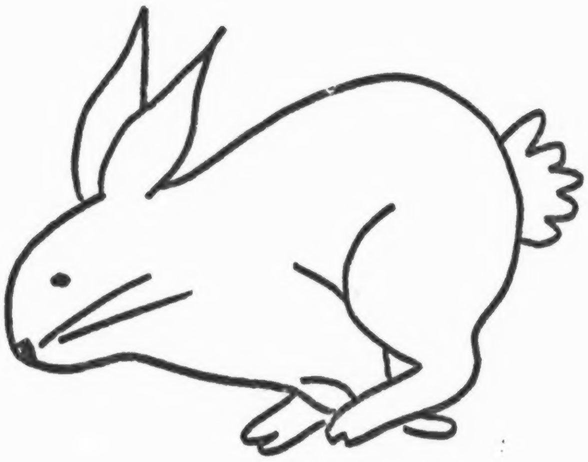


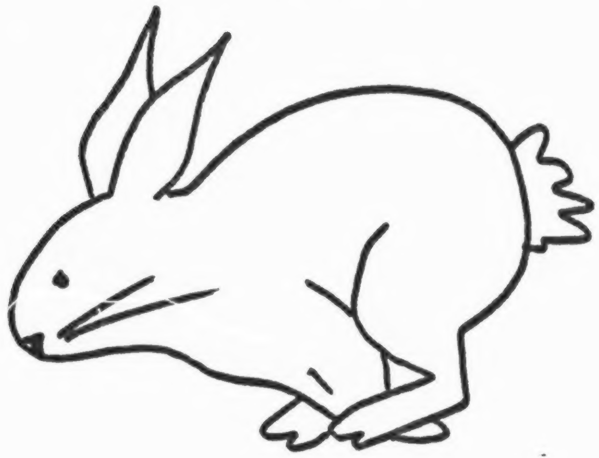


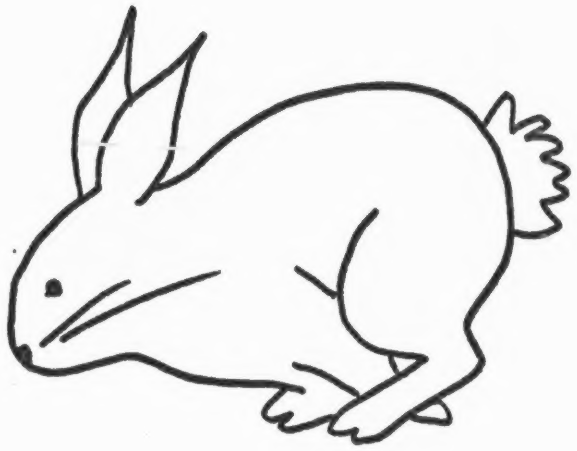


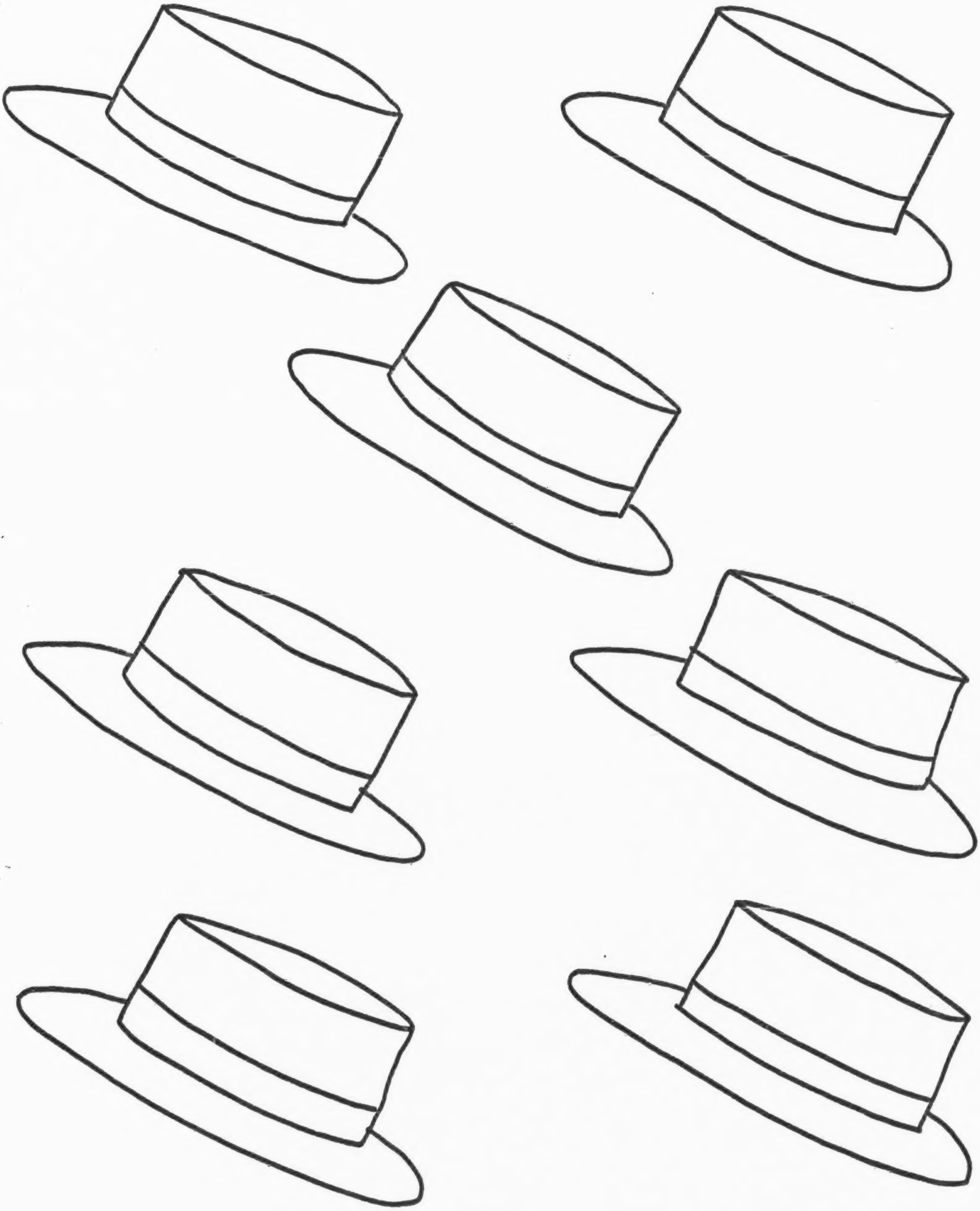


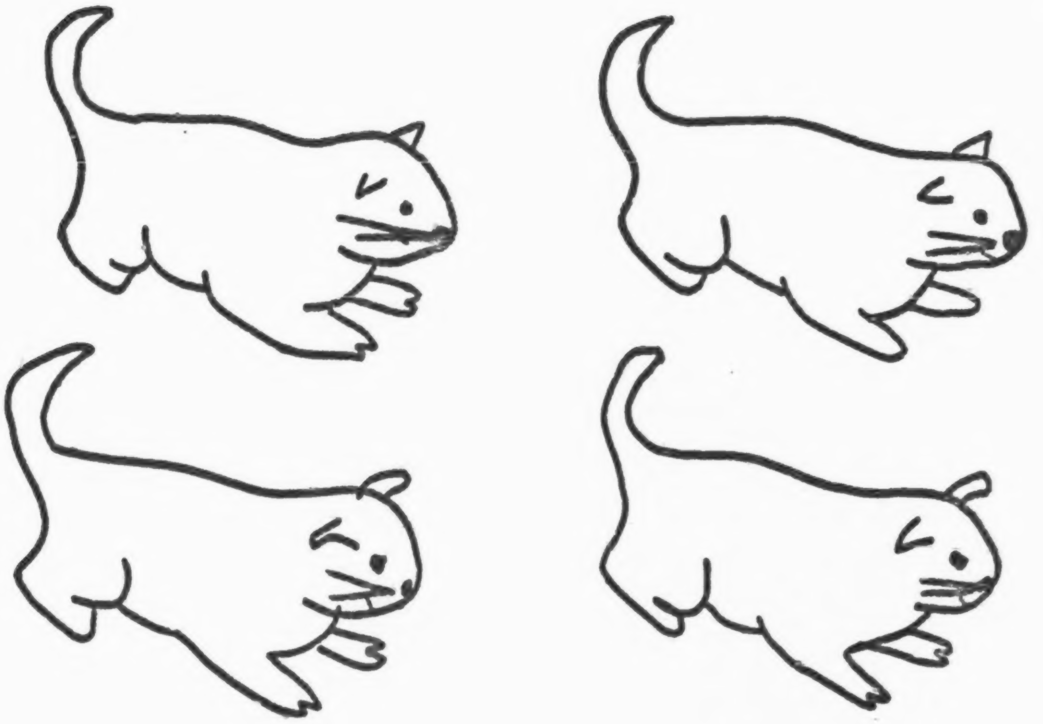


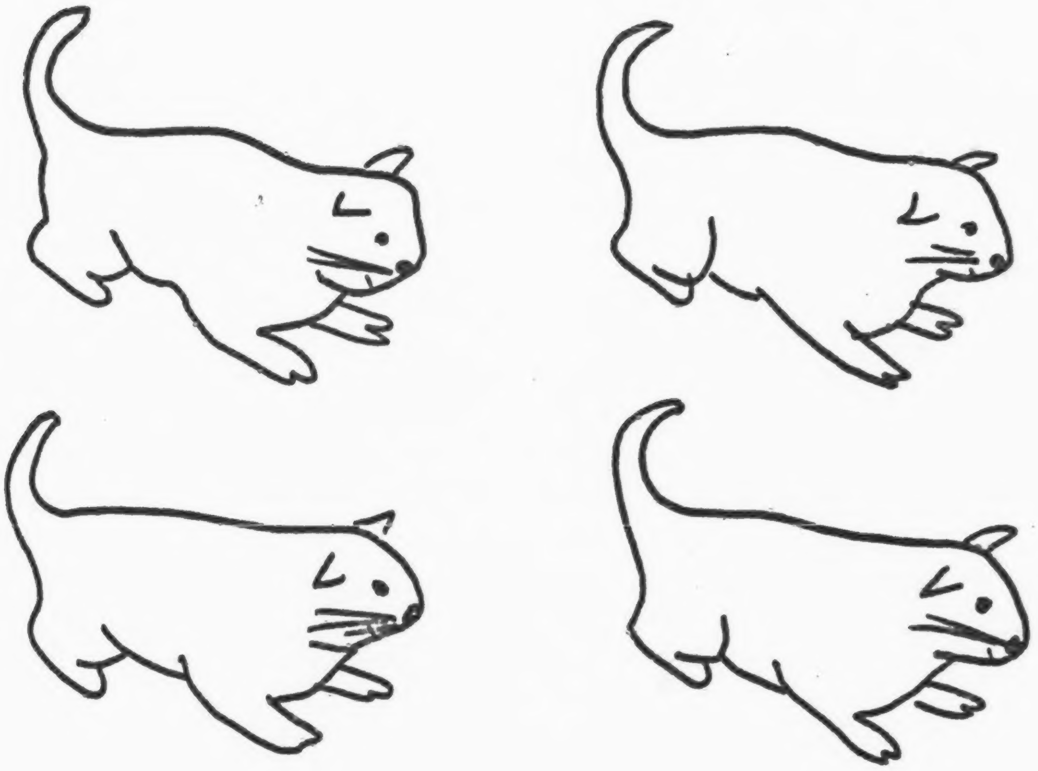


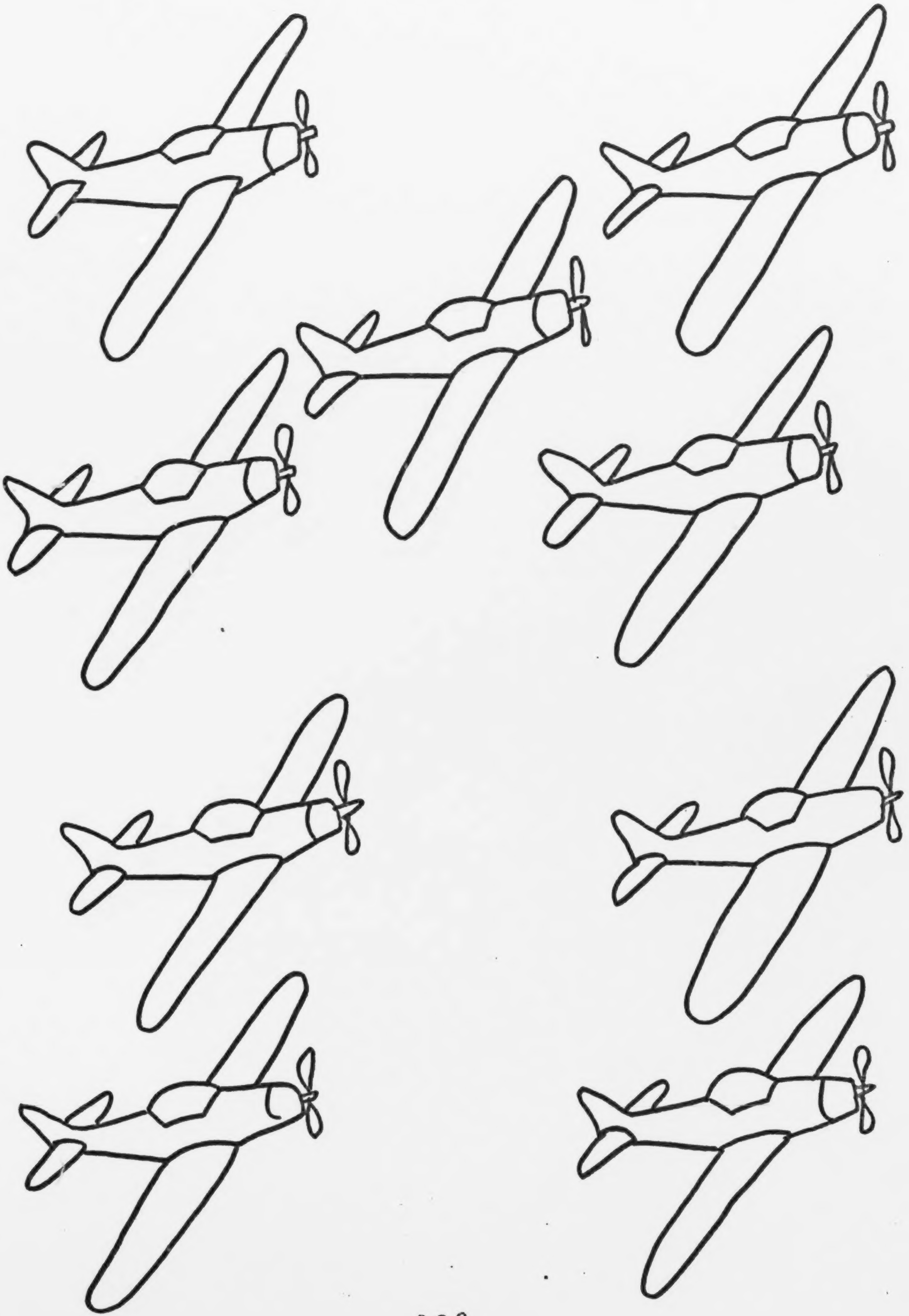


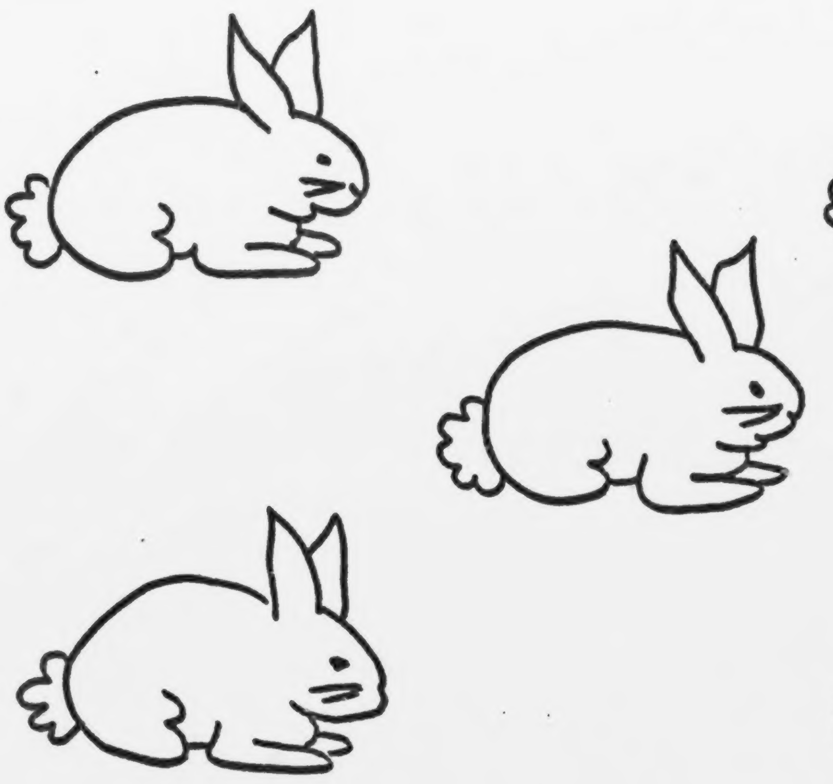


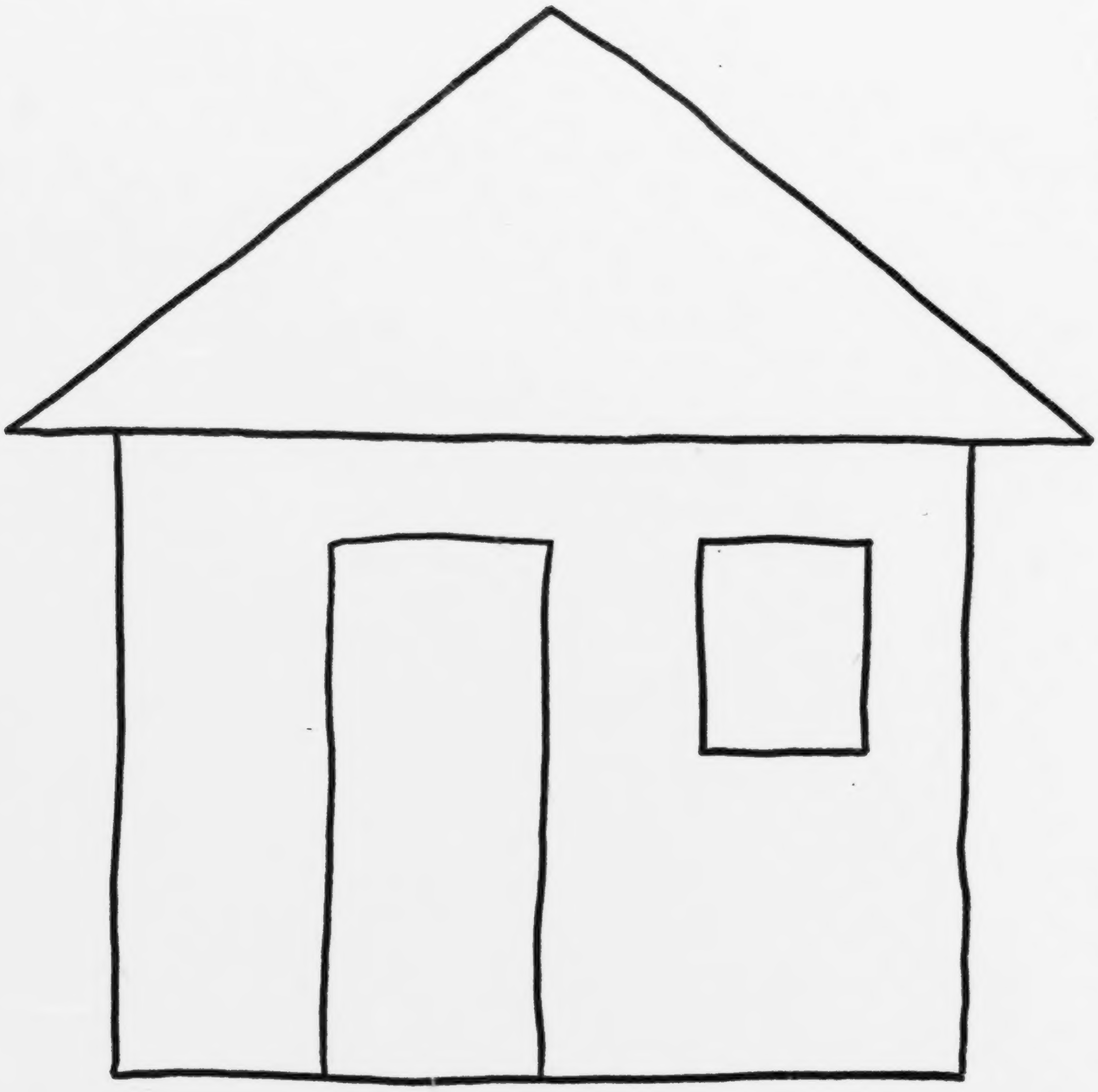




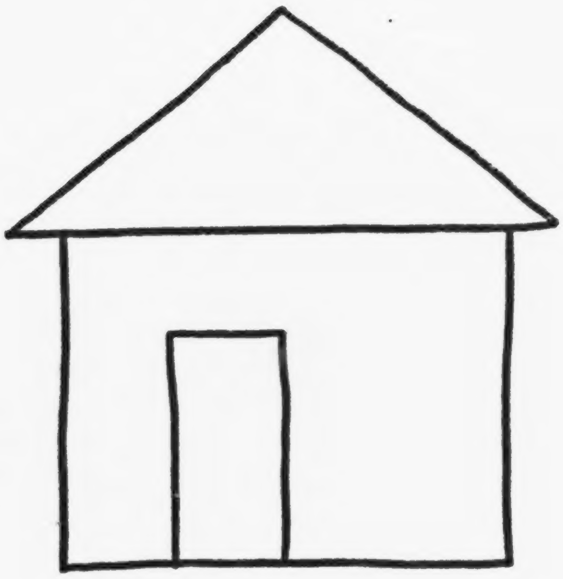


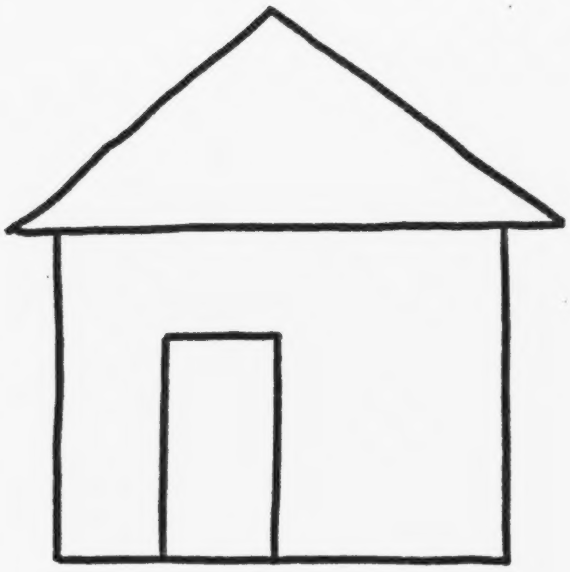


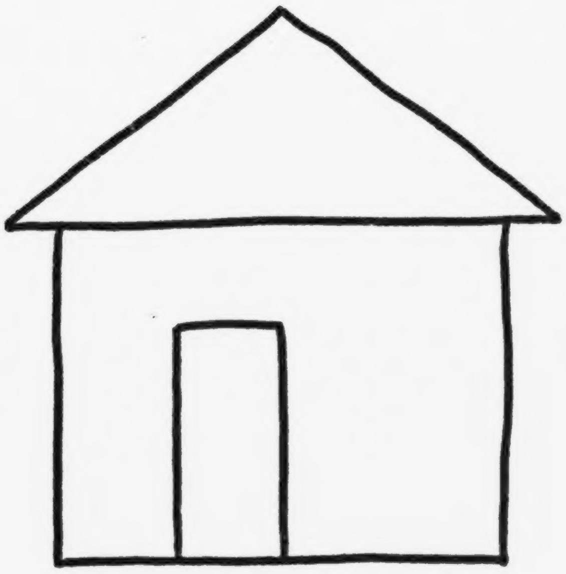


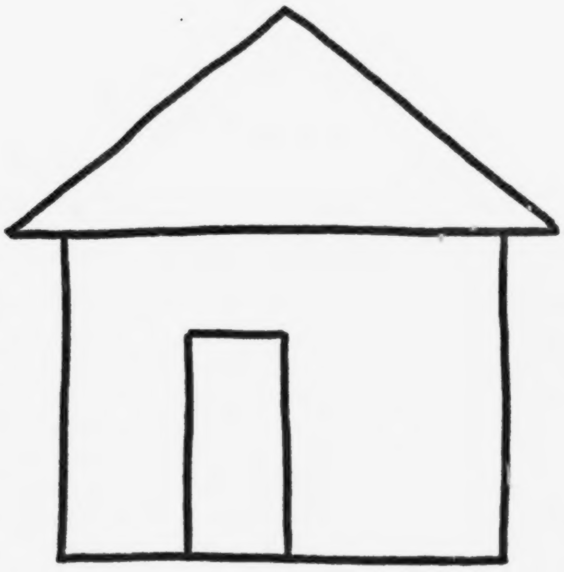


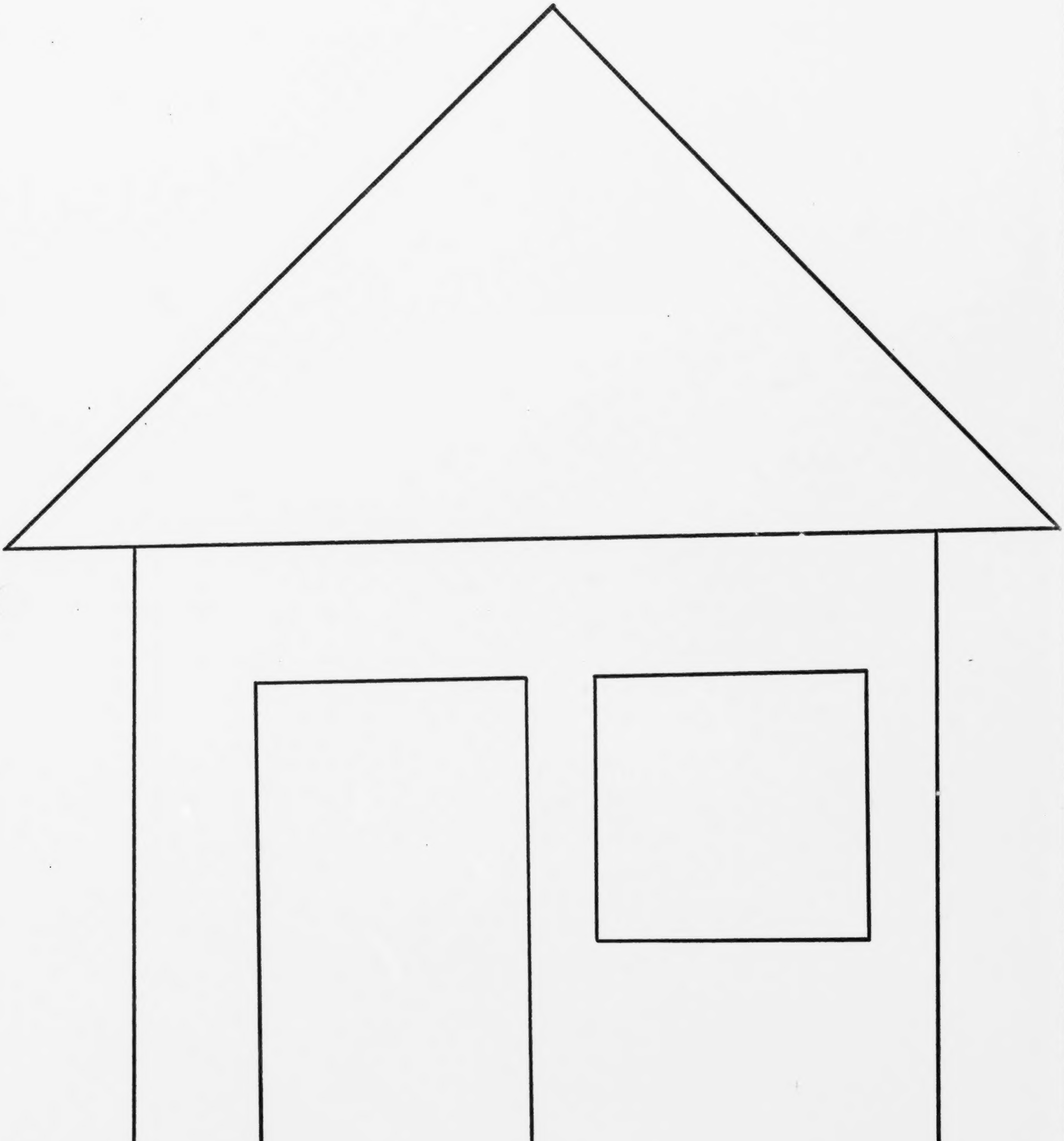
204

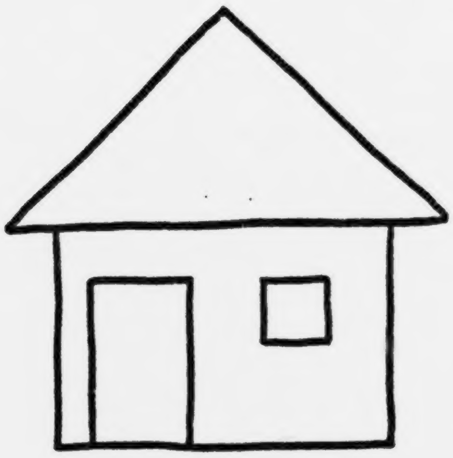


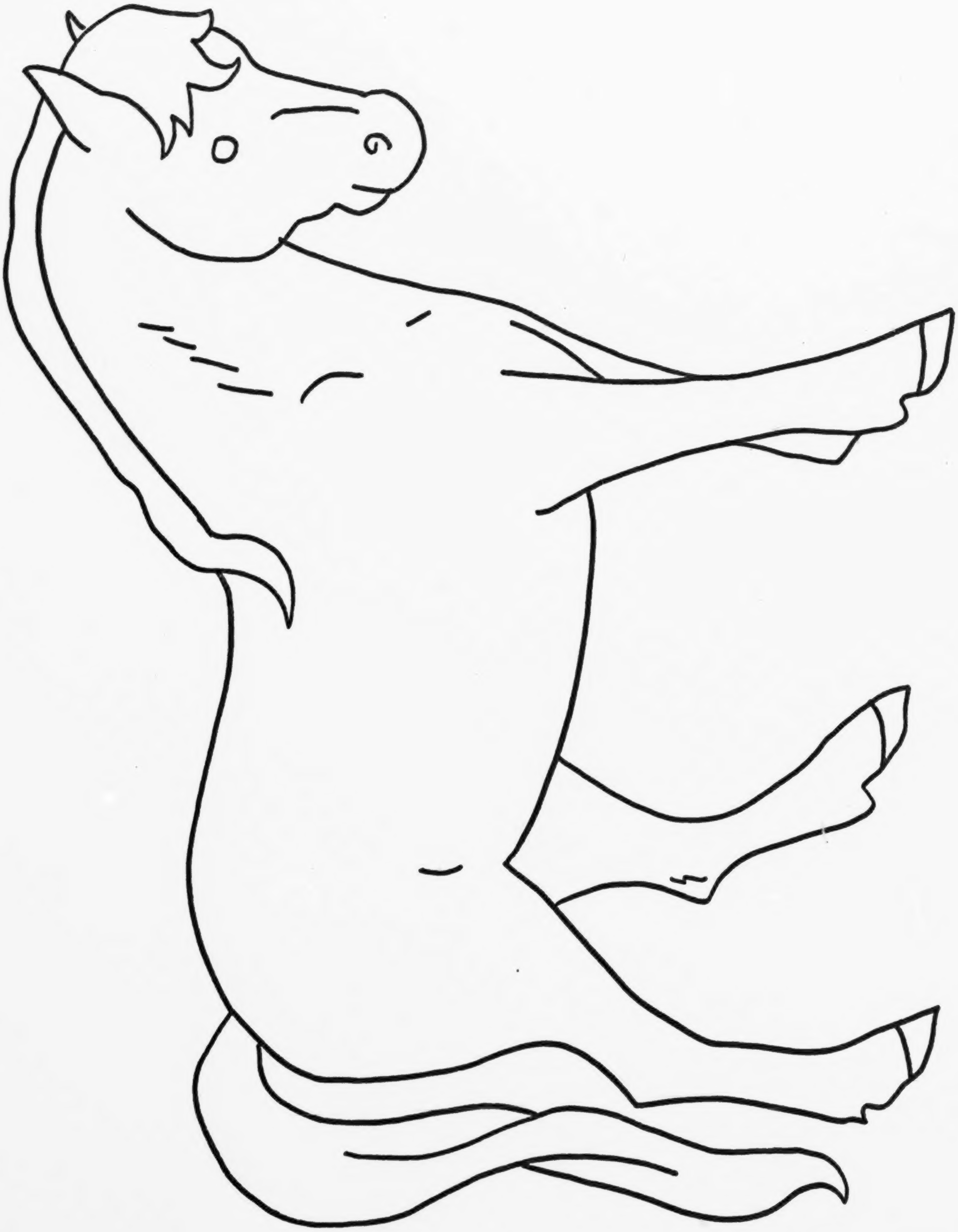


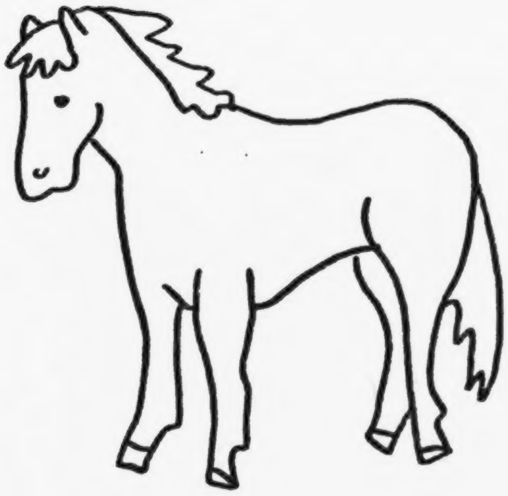


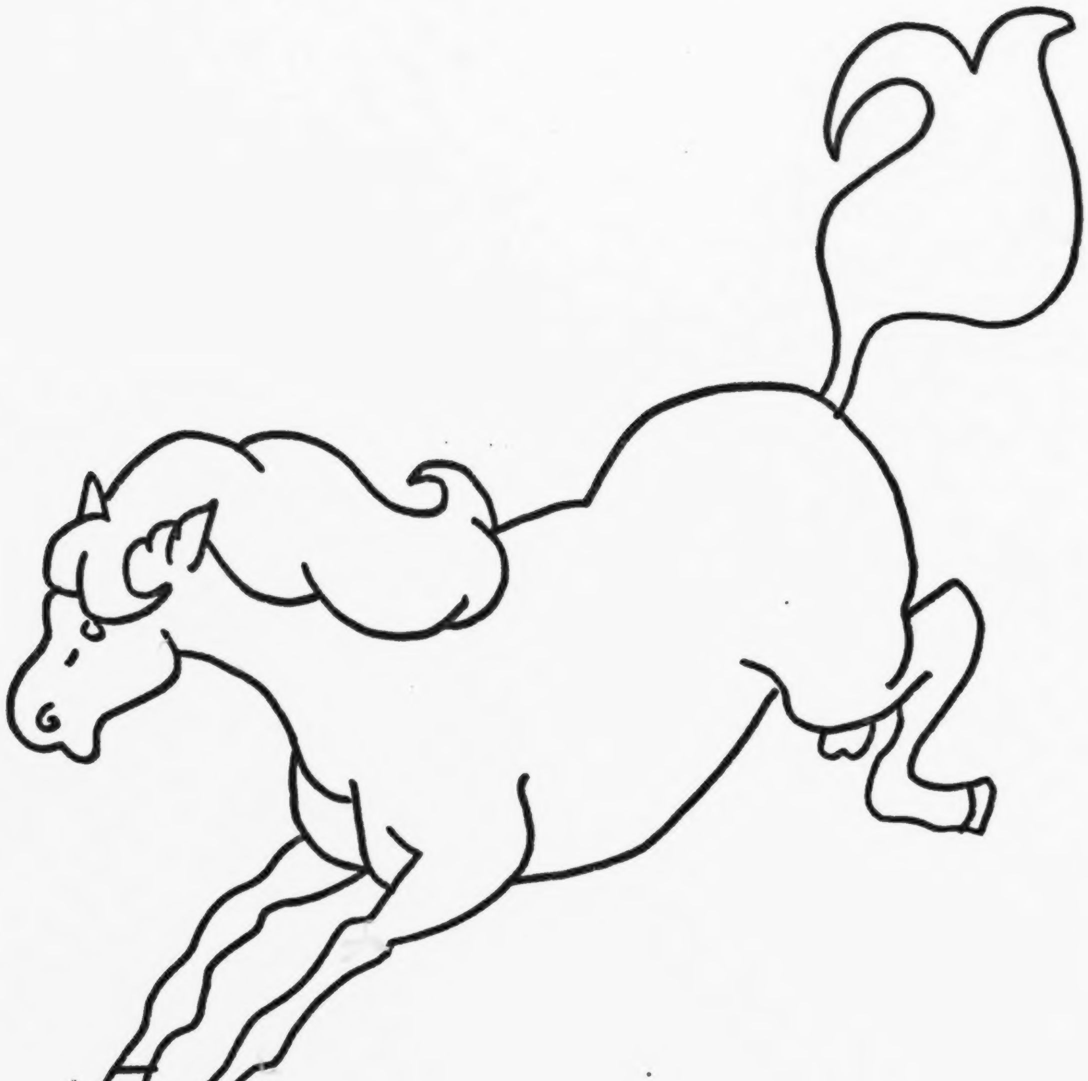


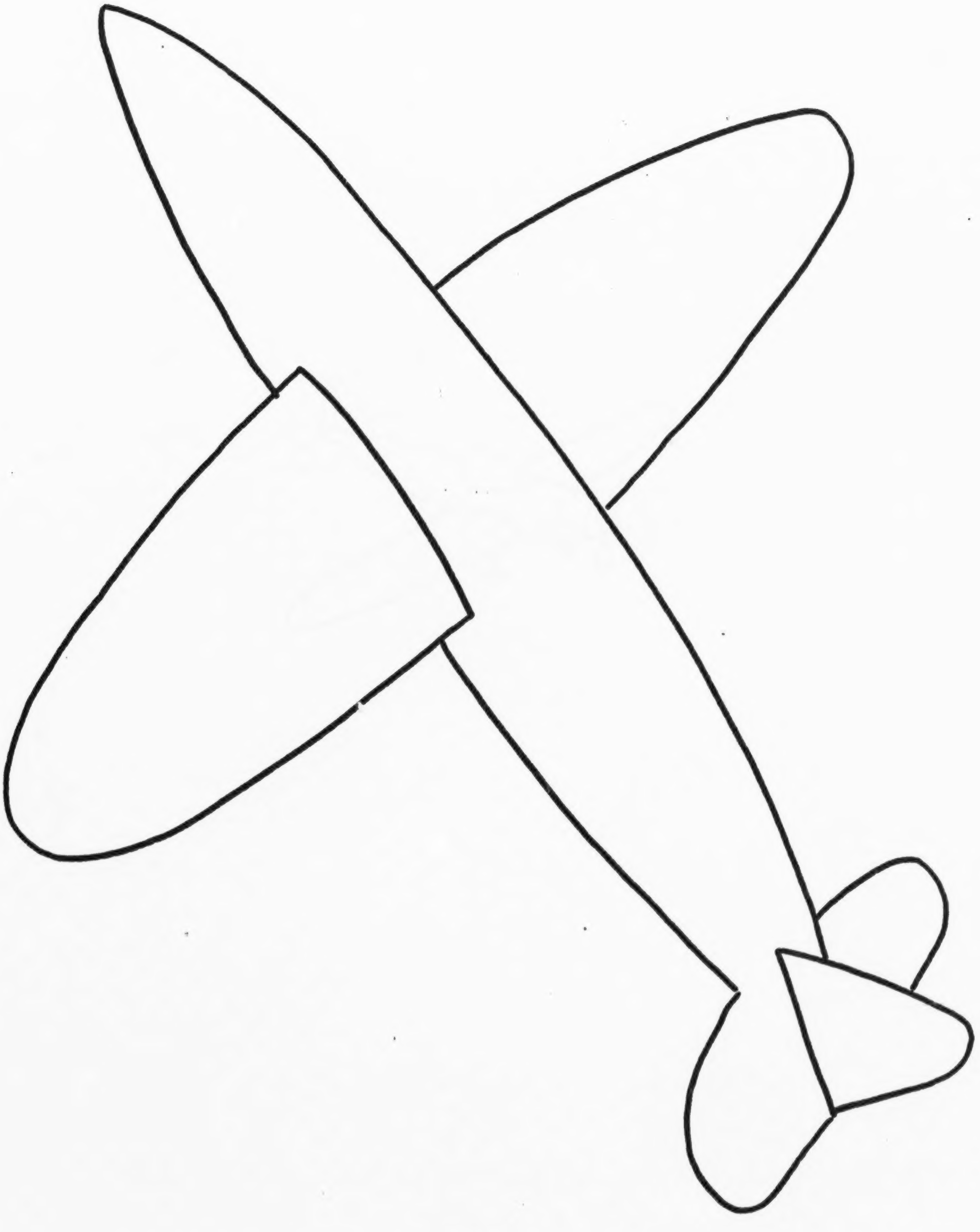


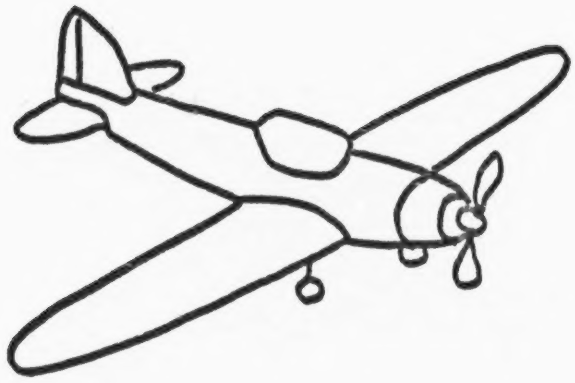


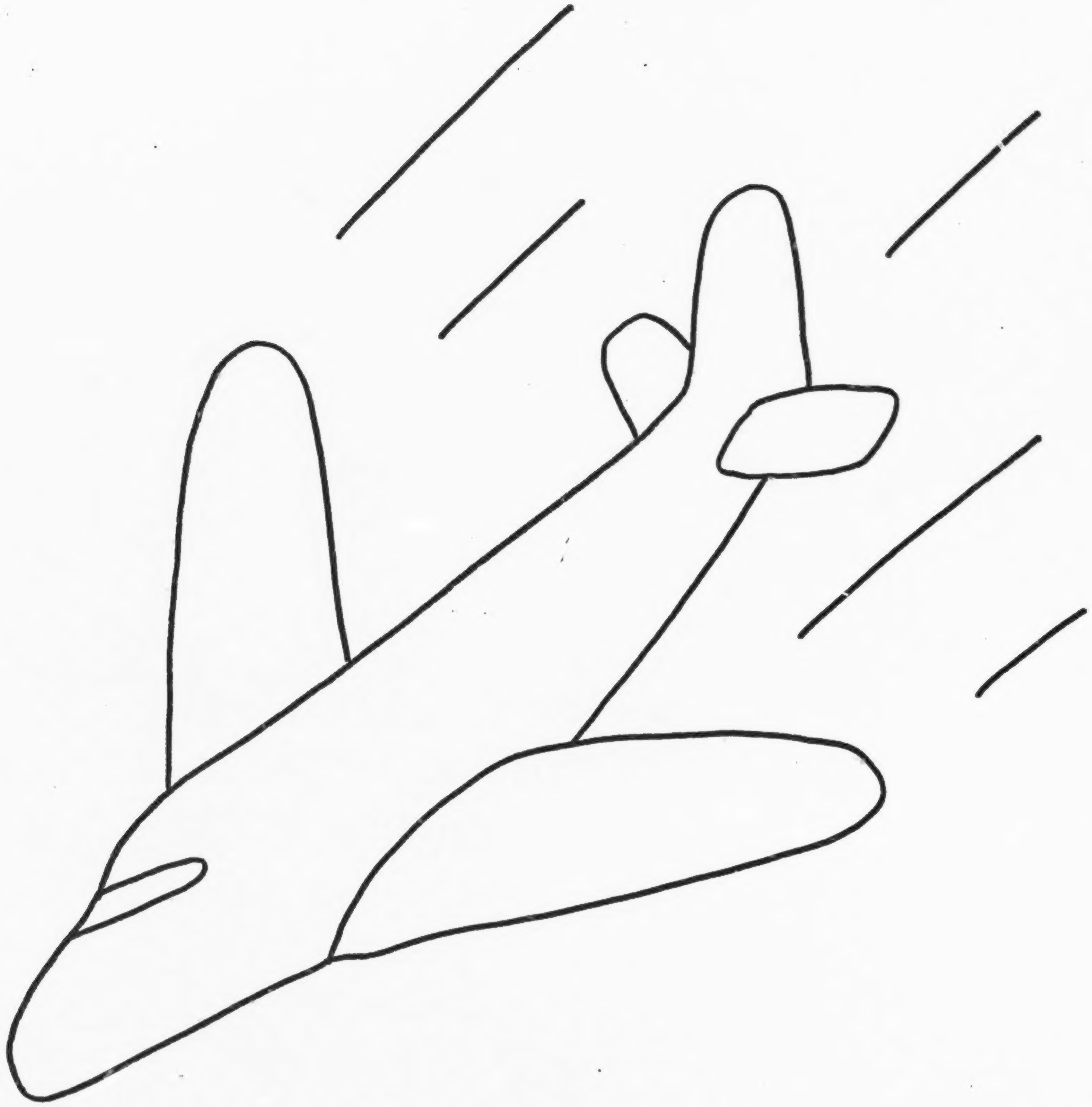




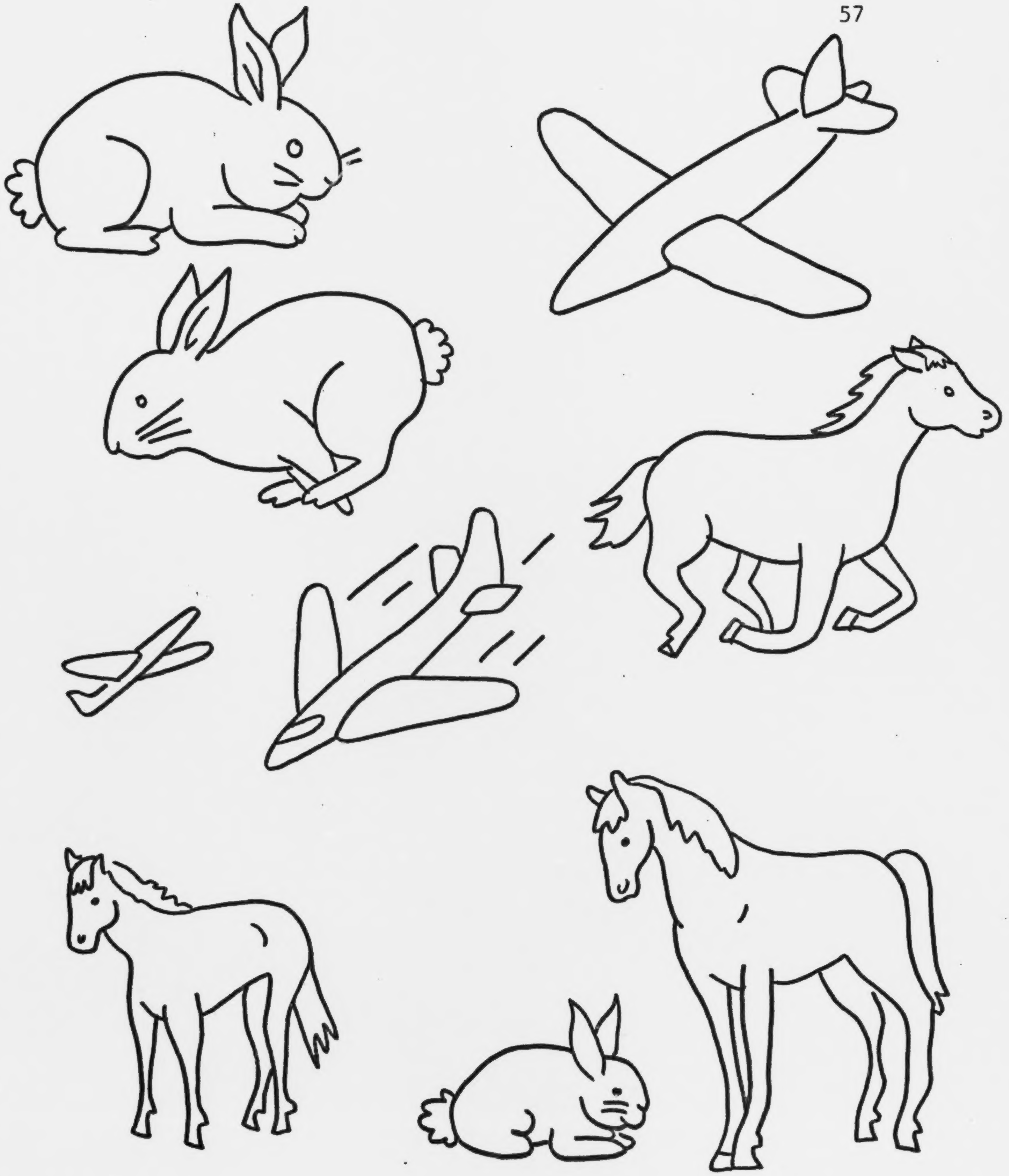


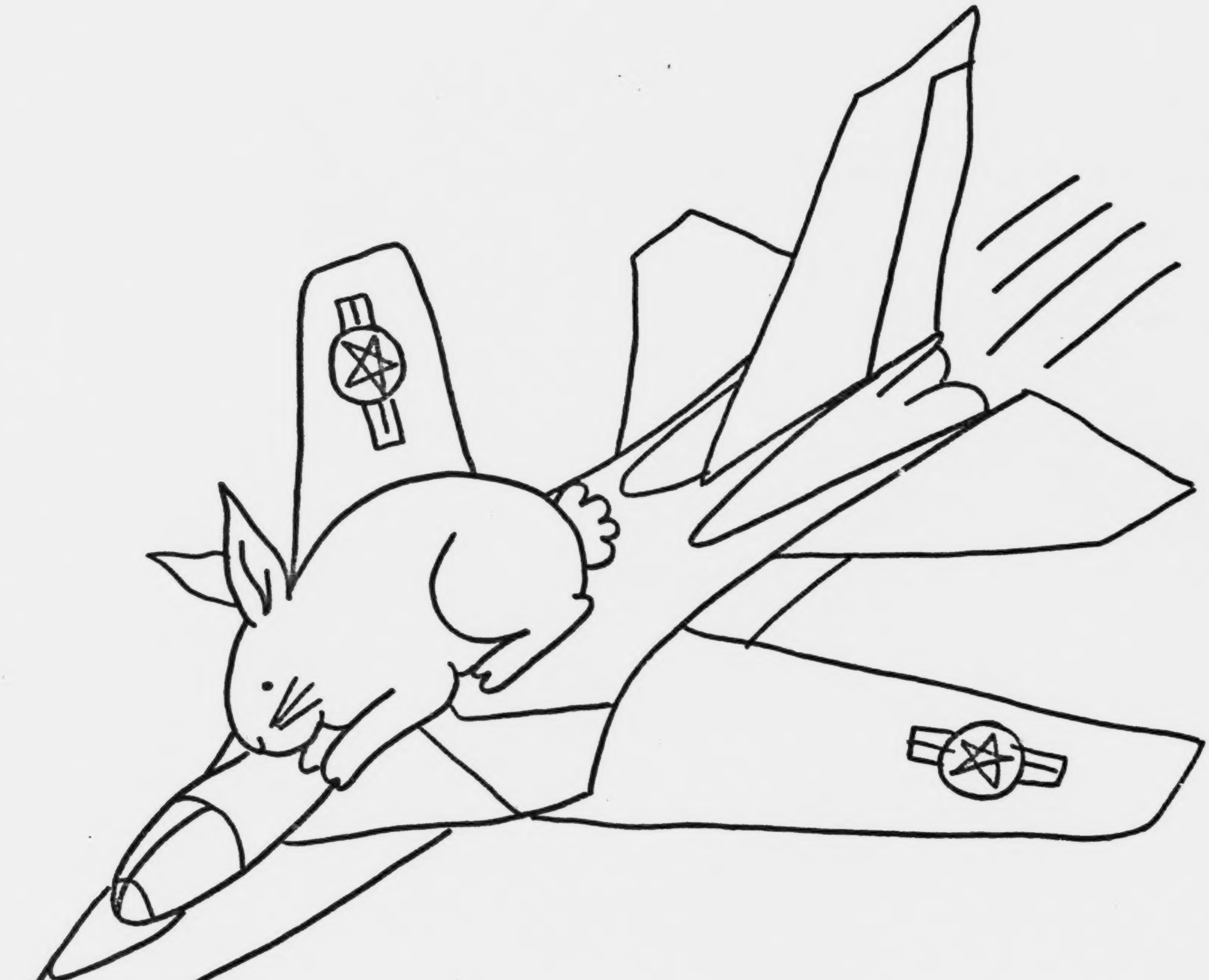


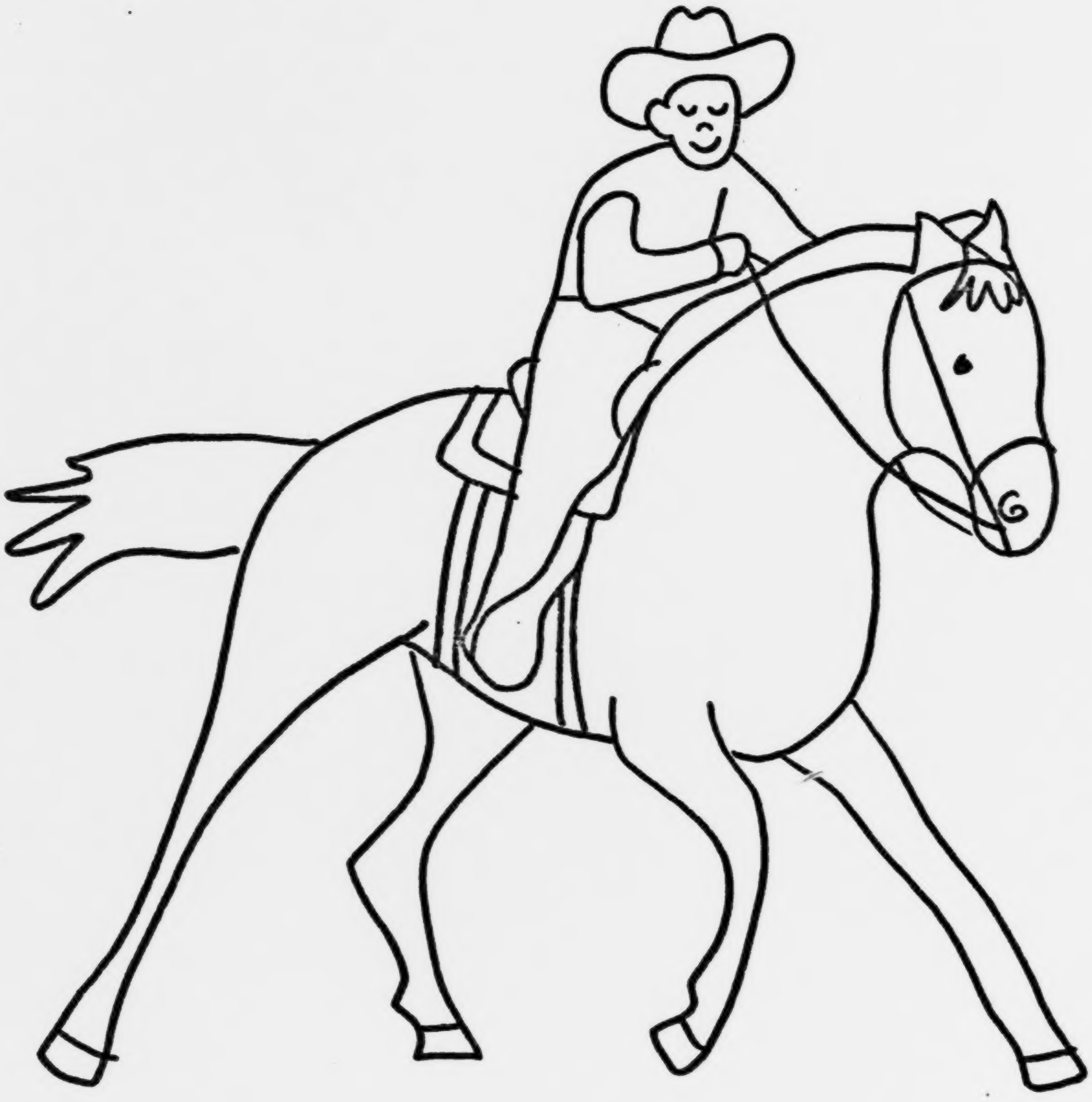


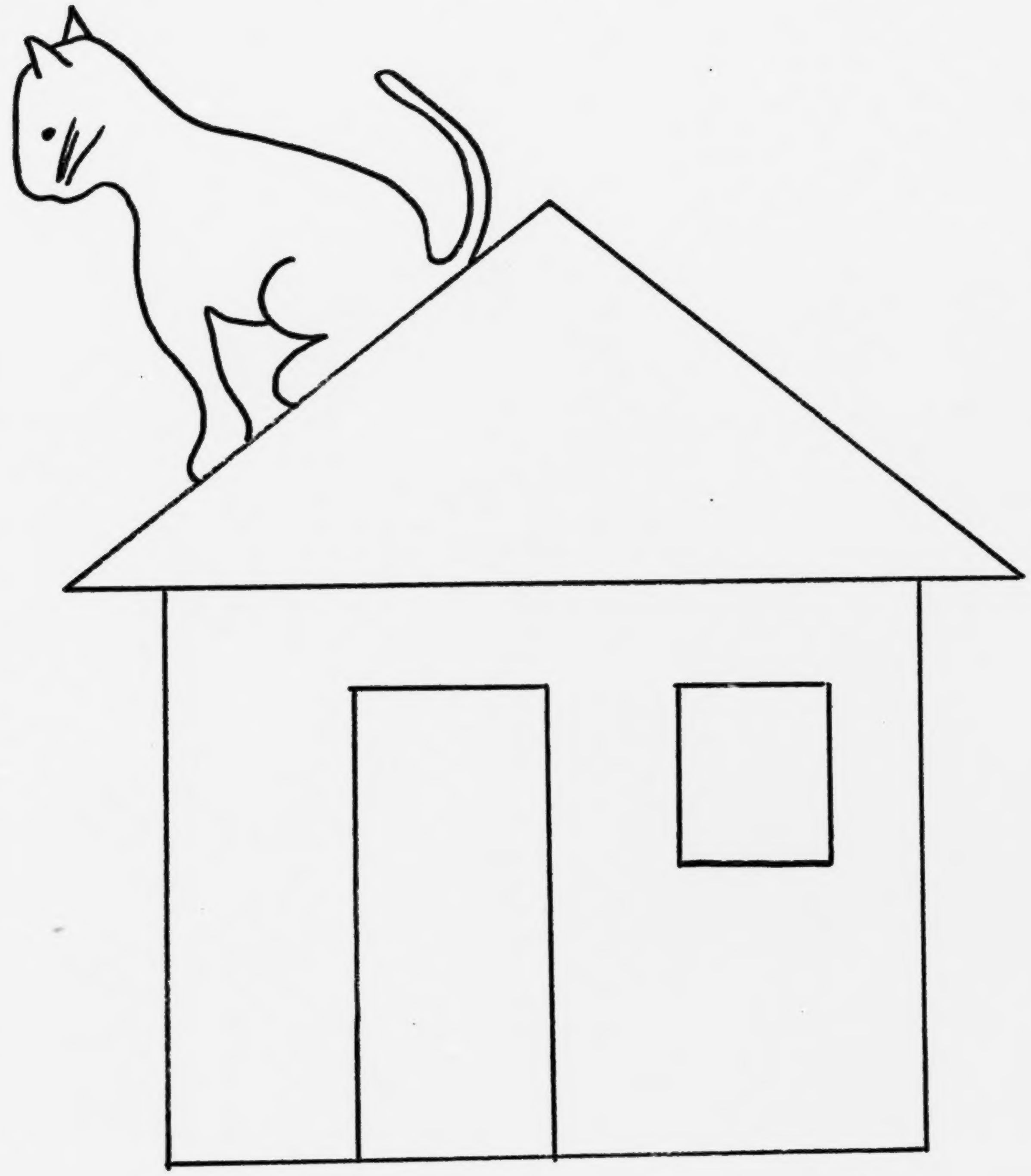


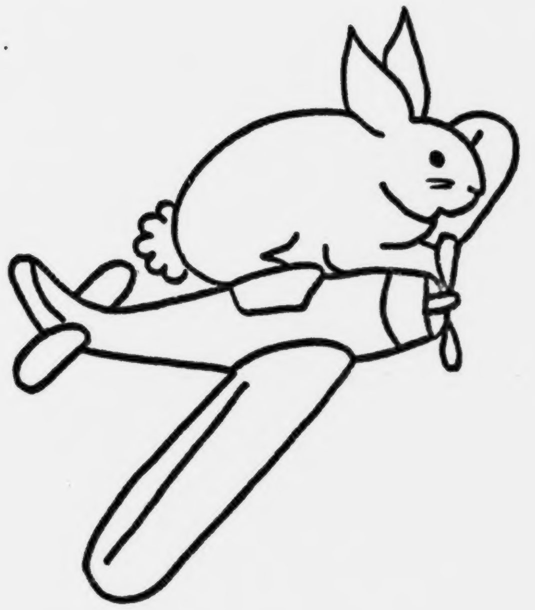
57

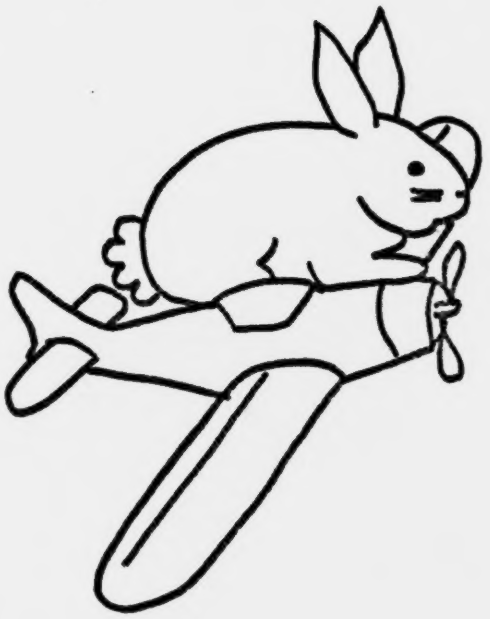


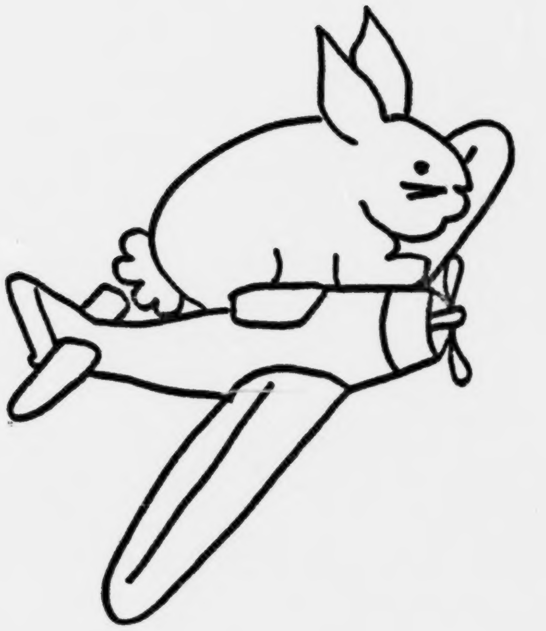


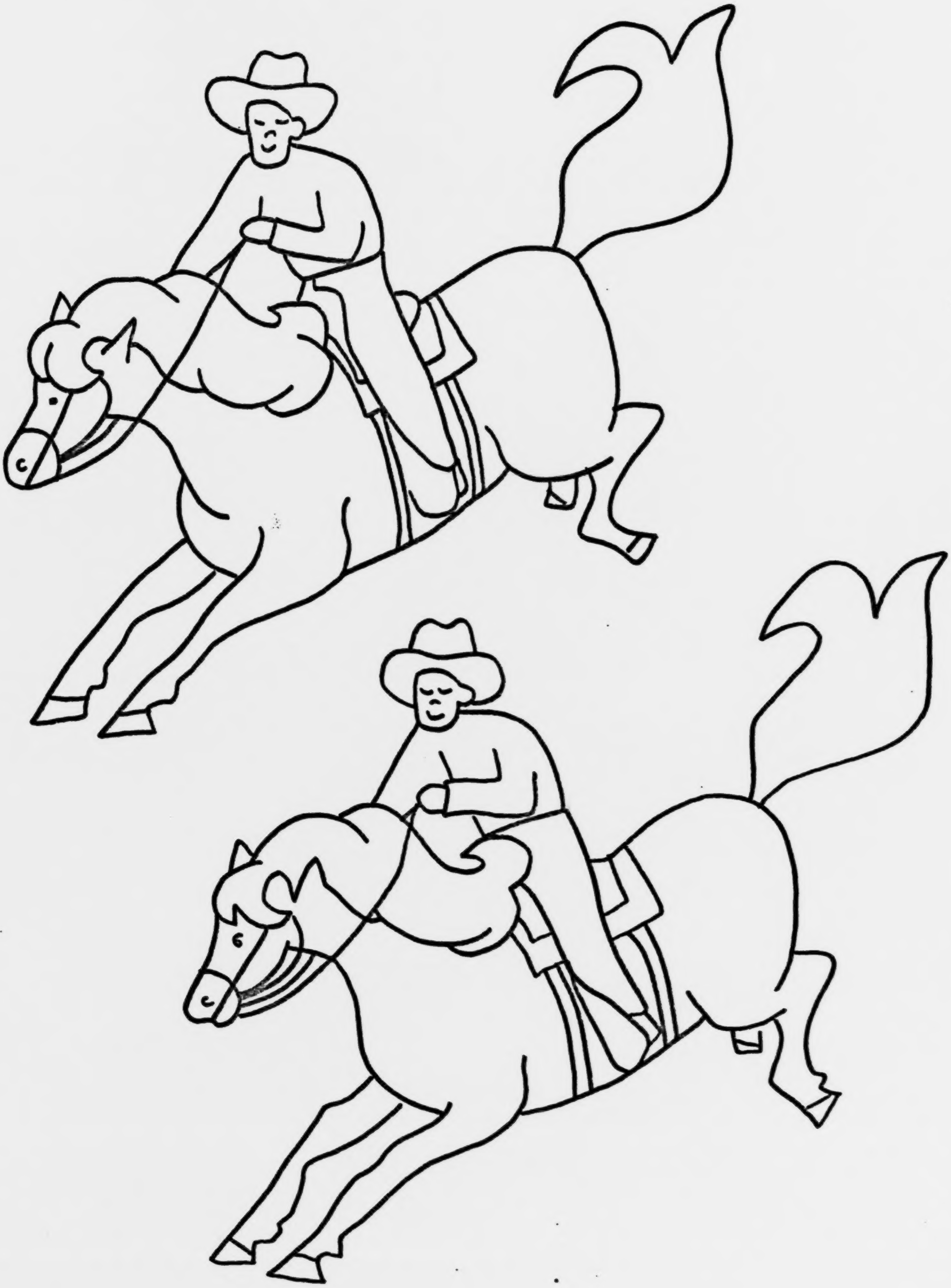


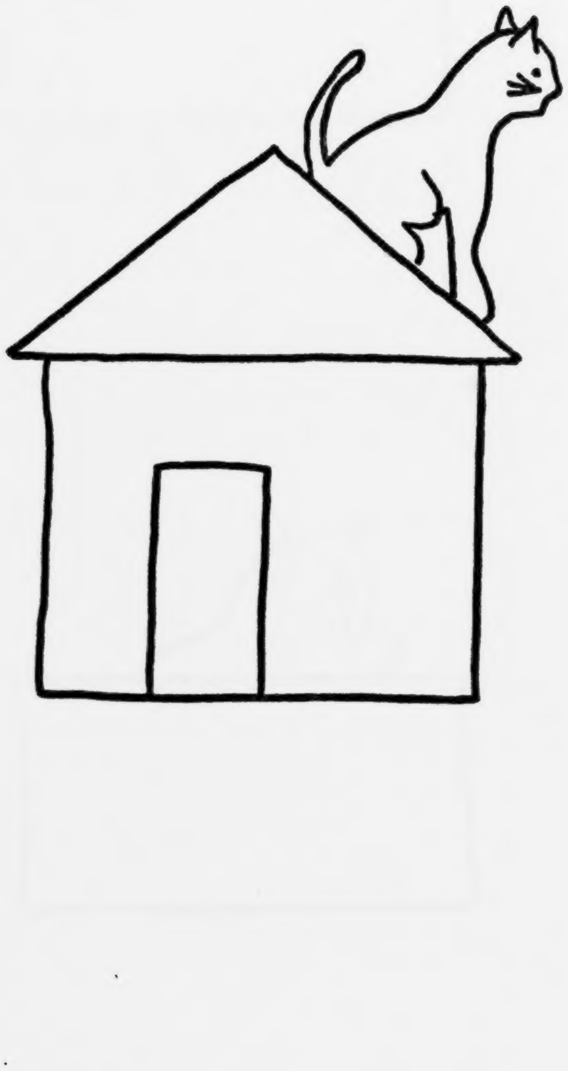


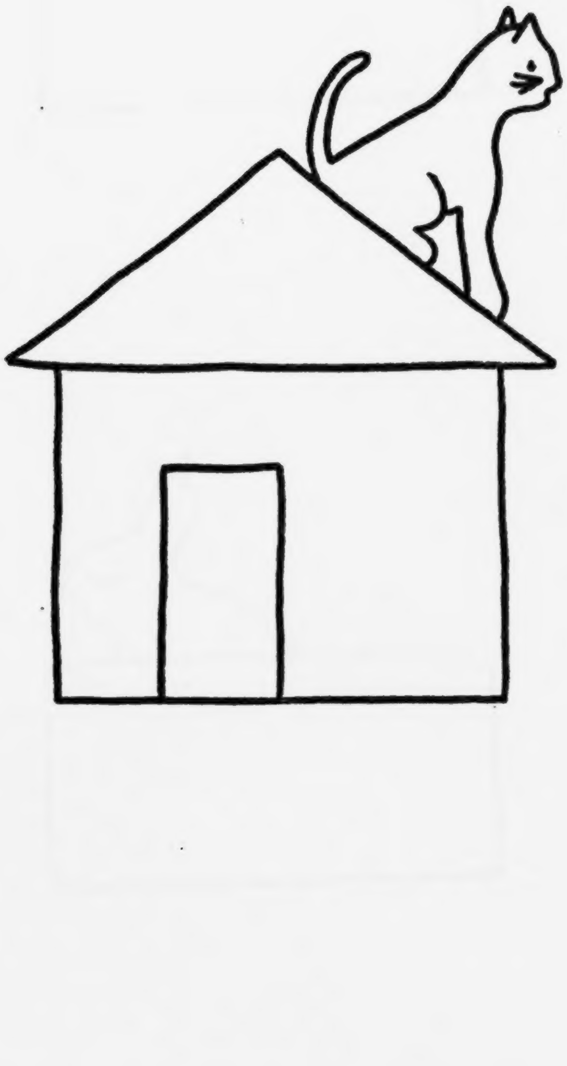


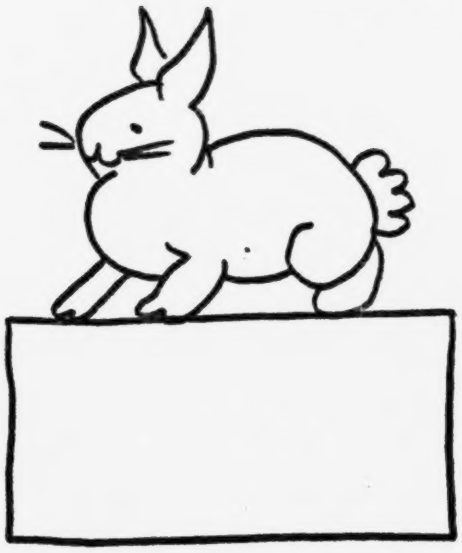


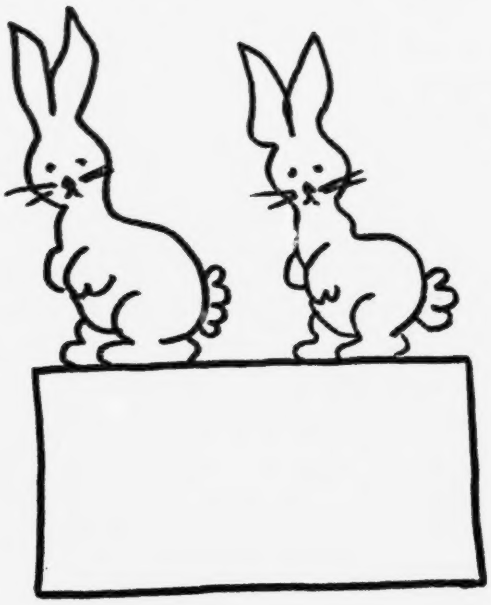


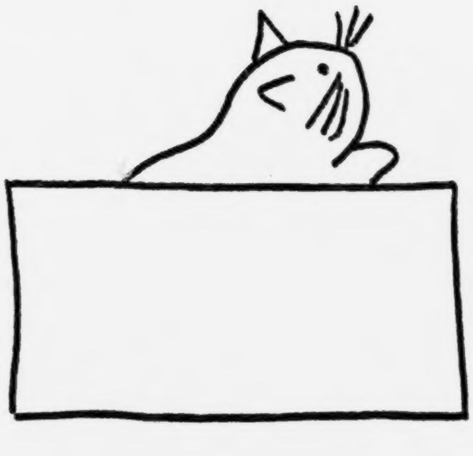


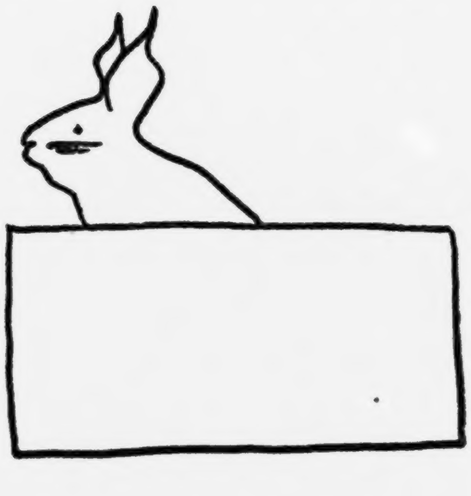


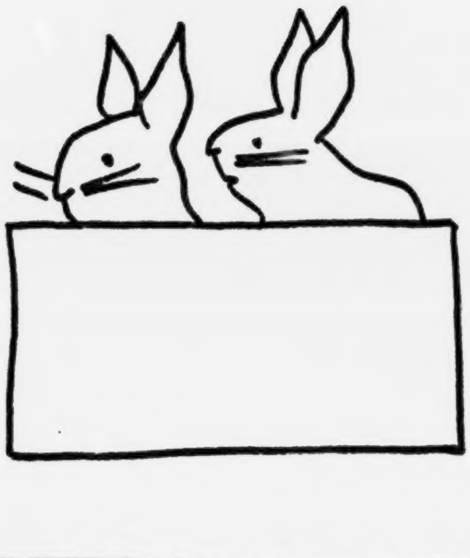


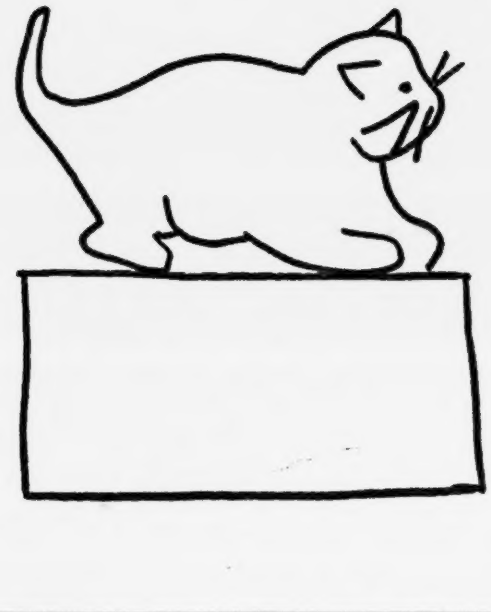


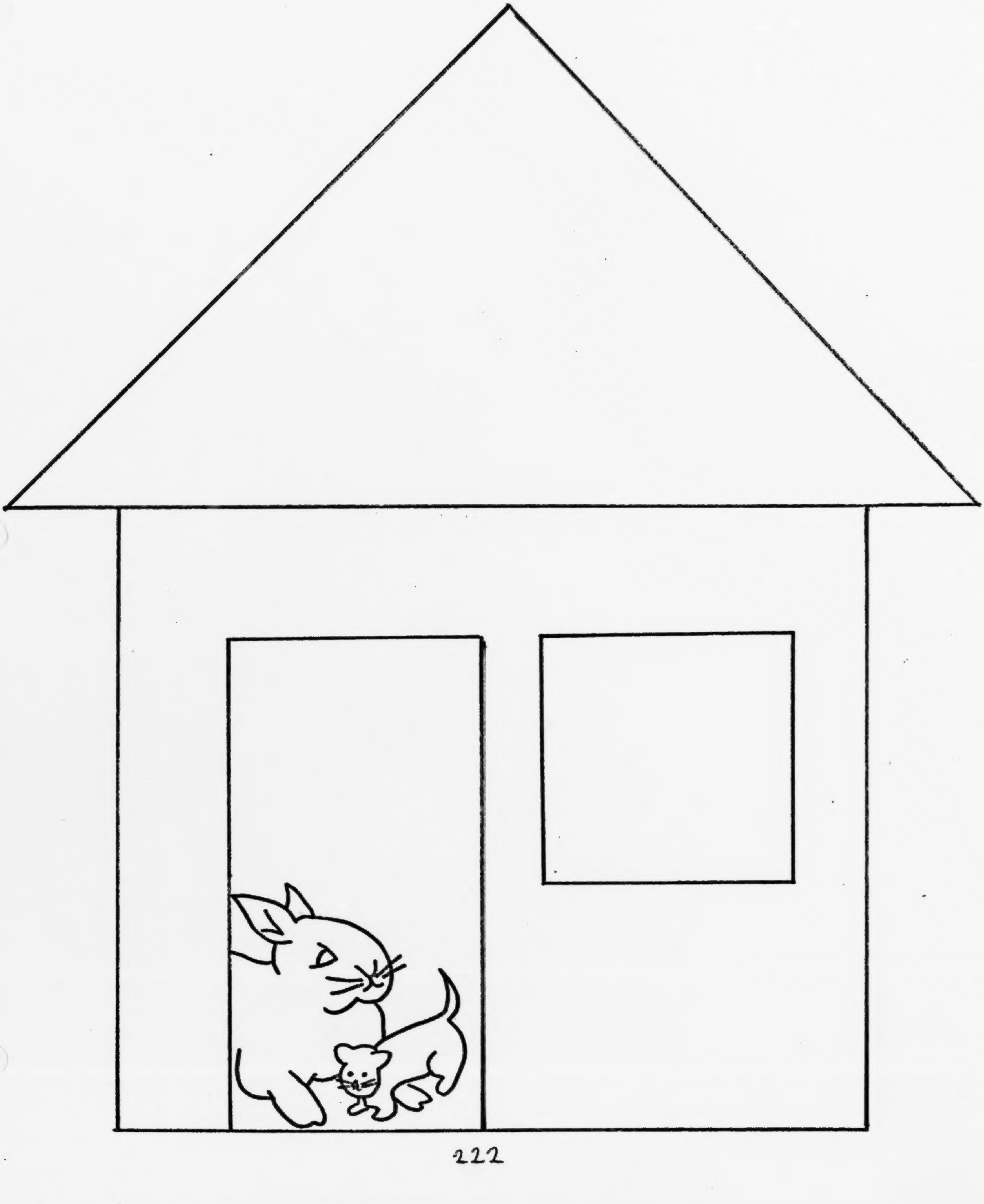




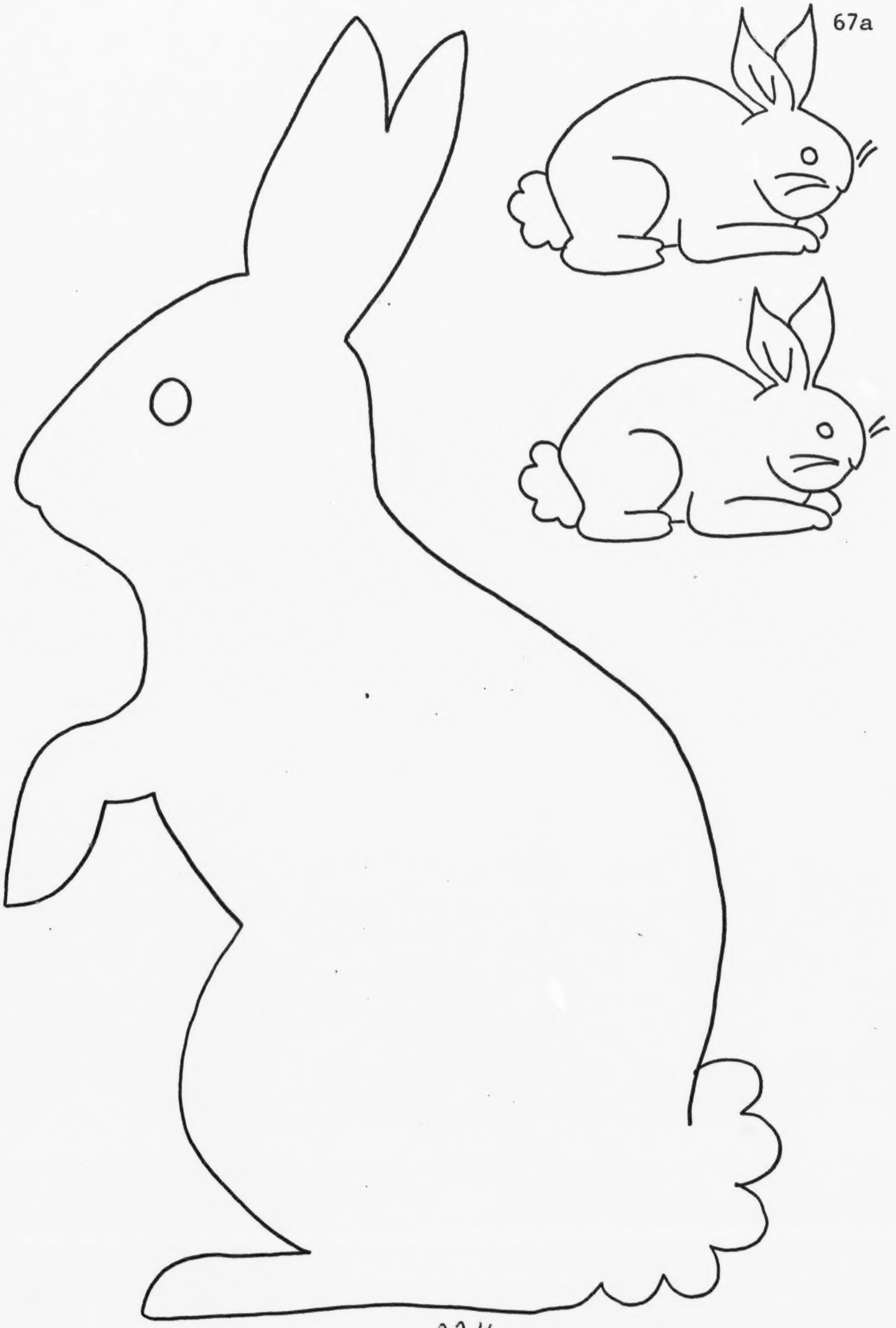


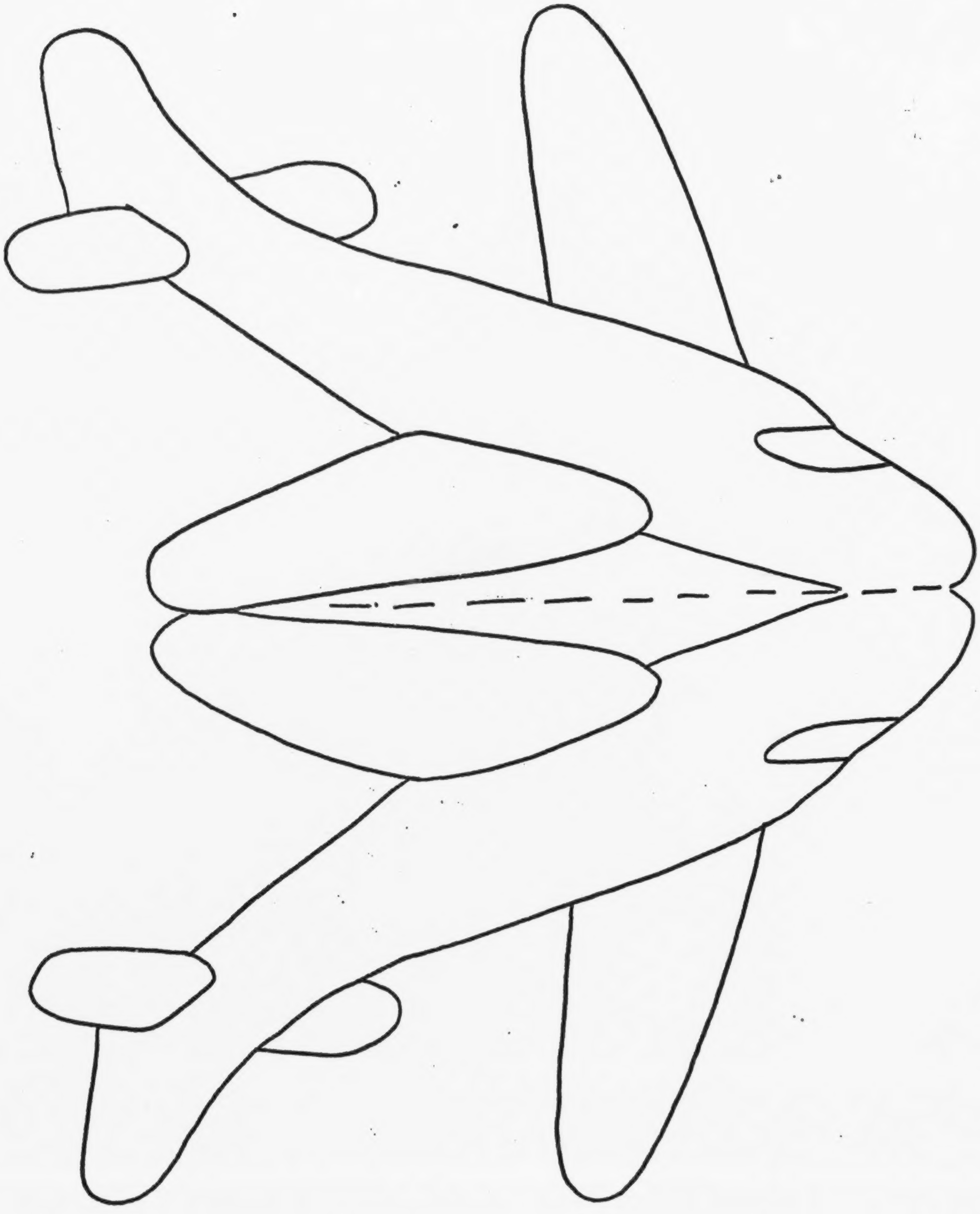


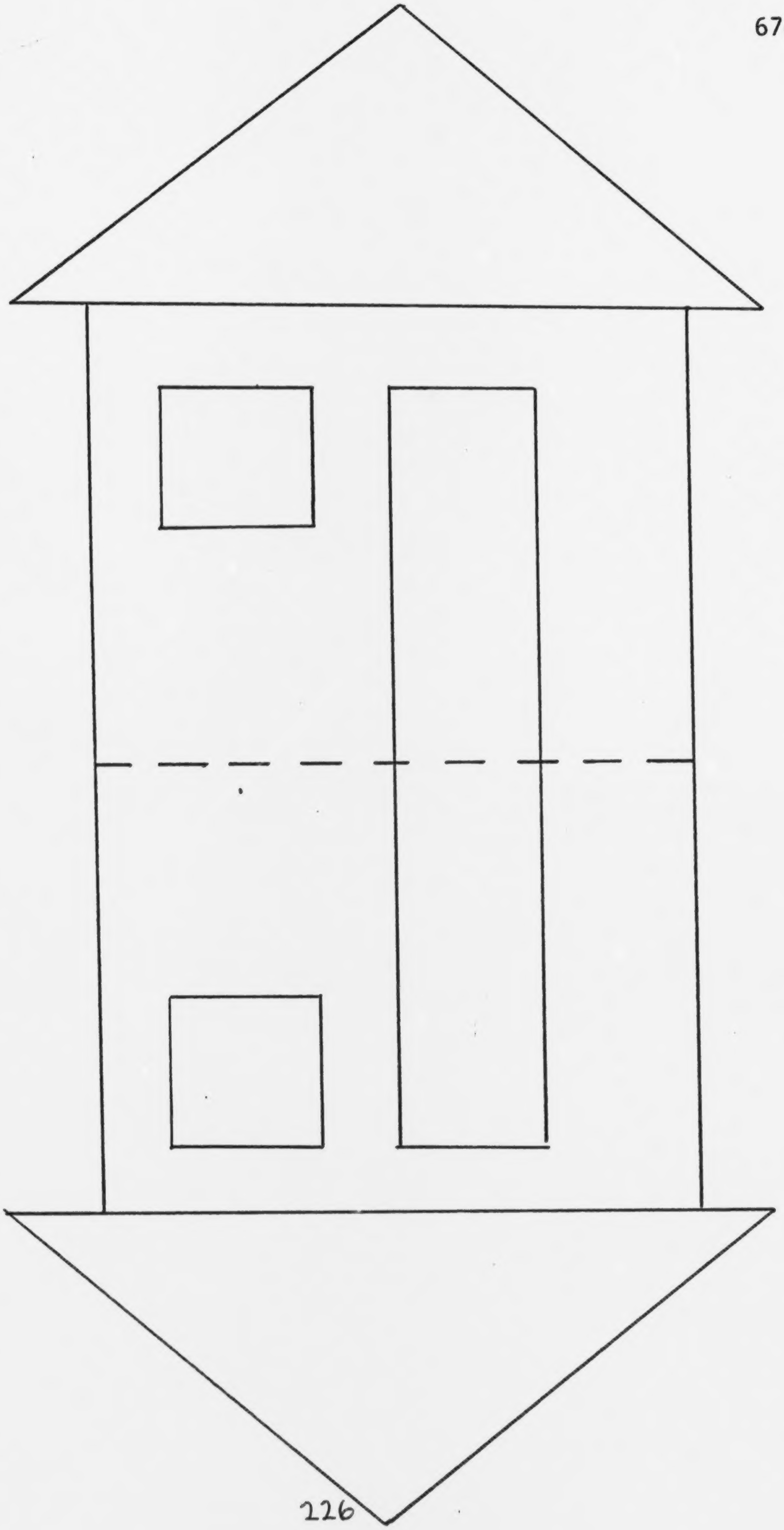




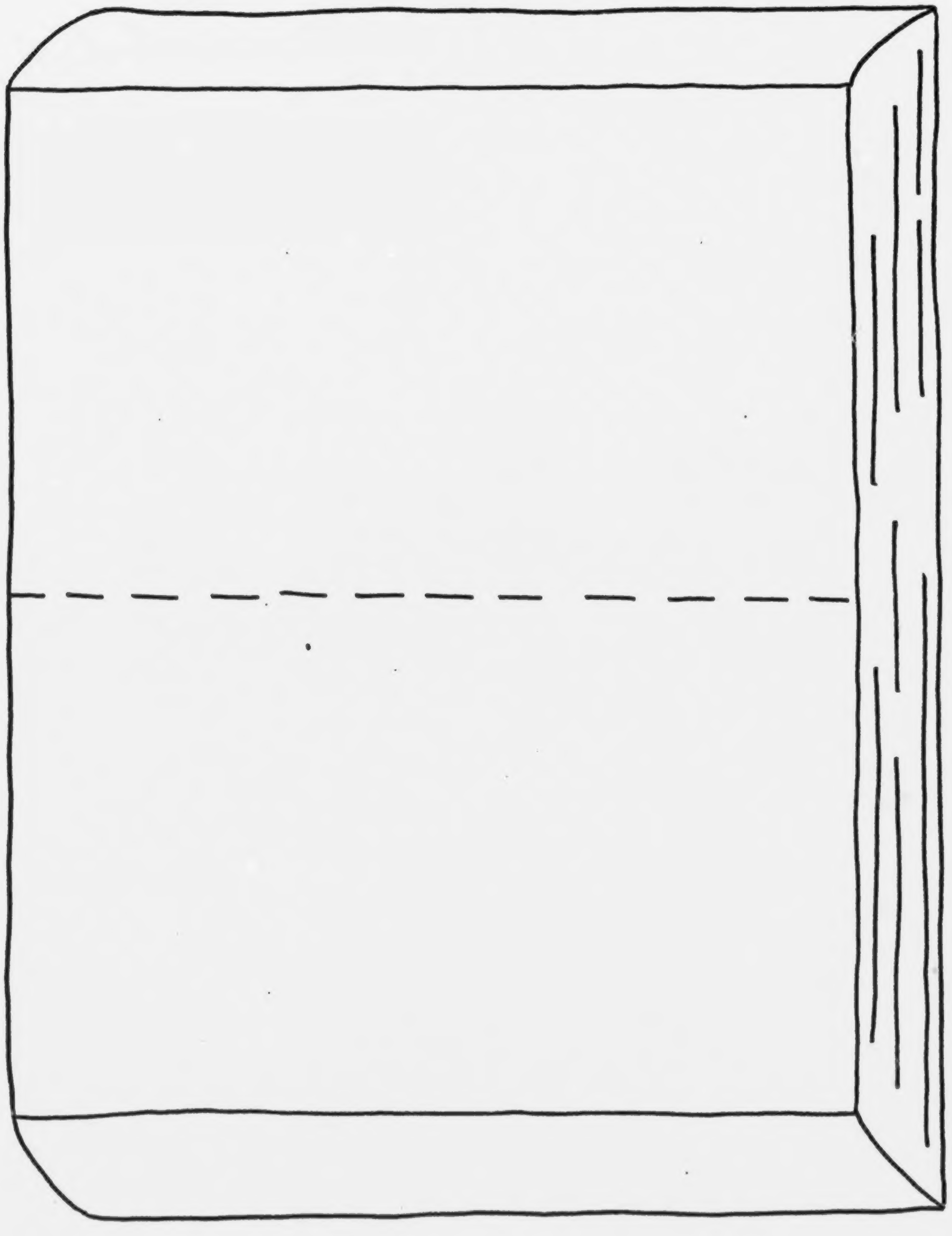
222

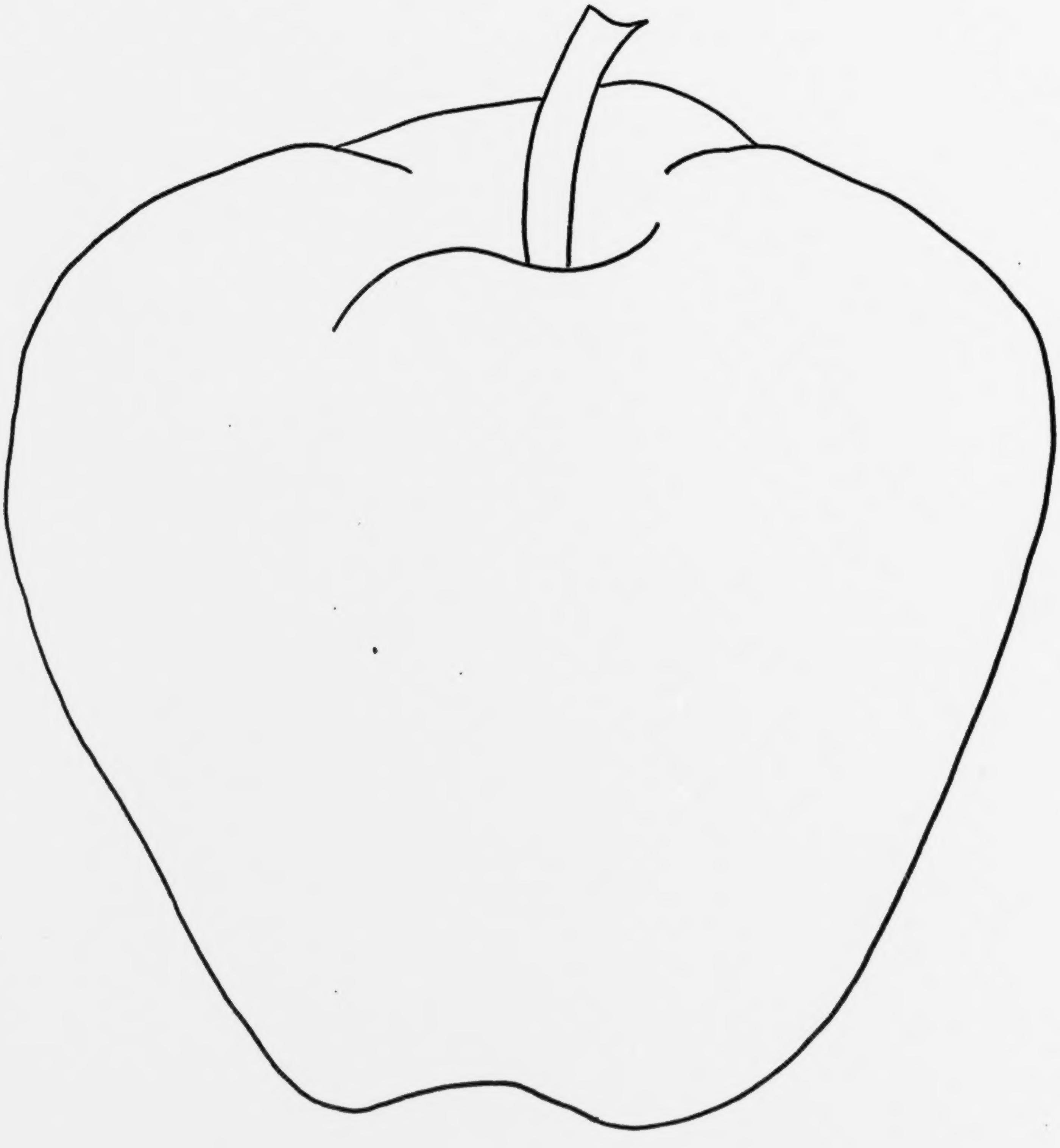

67a

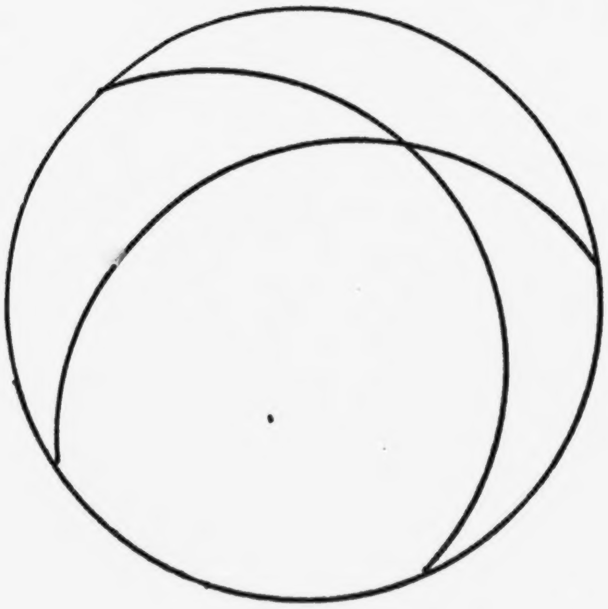


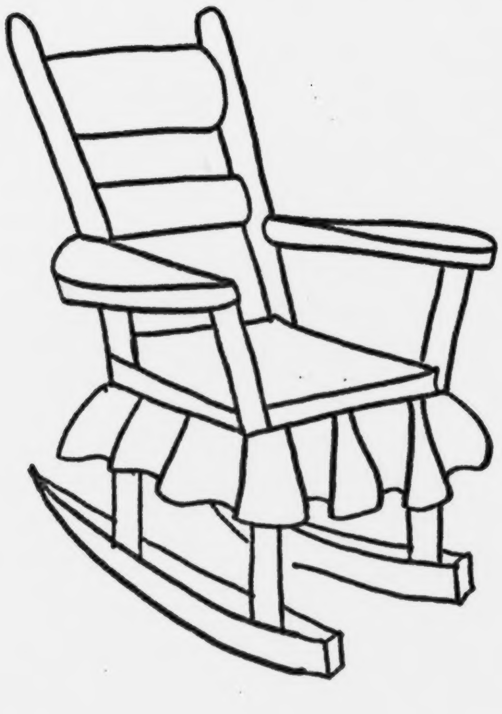


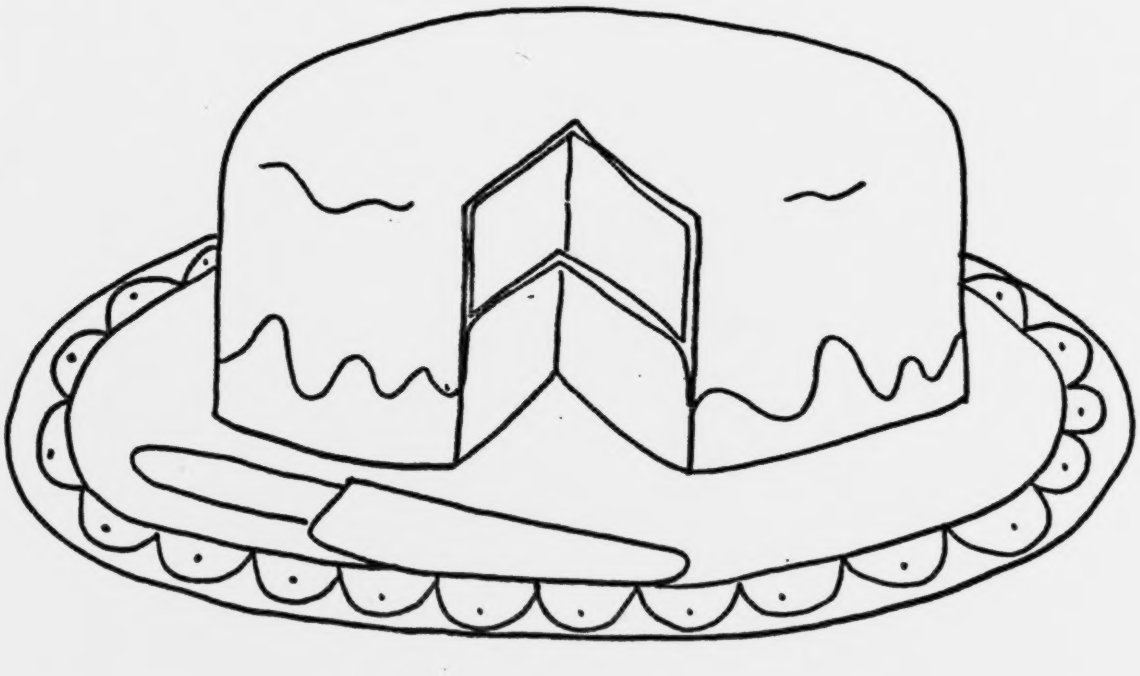
226

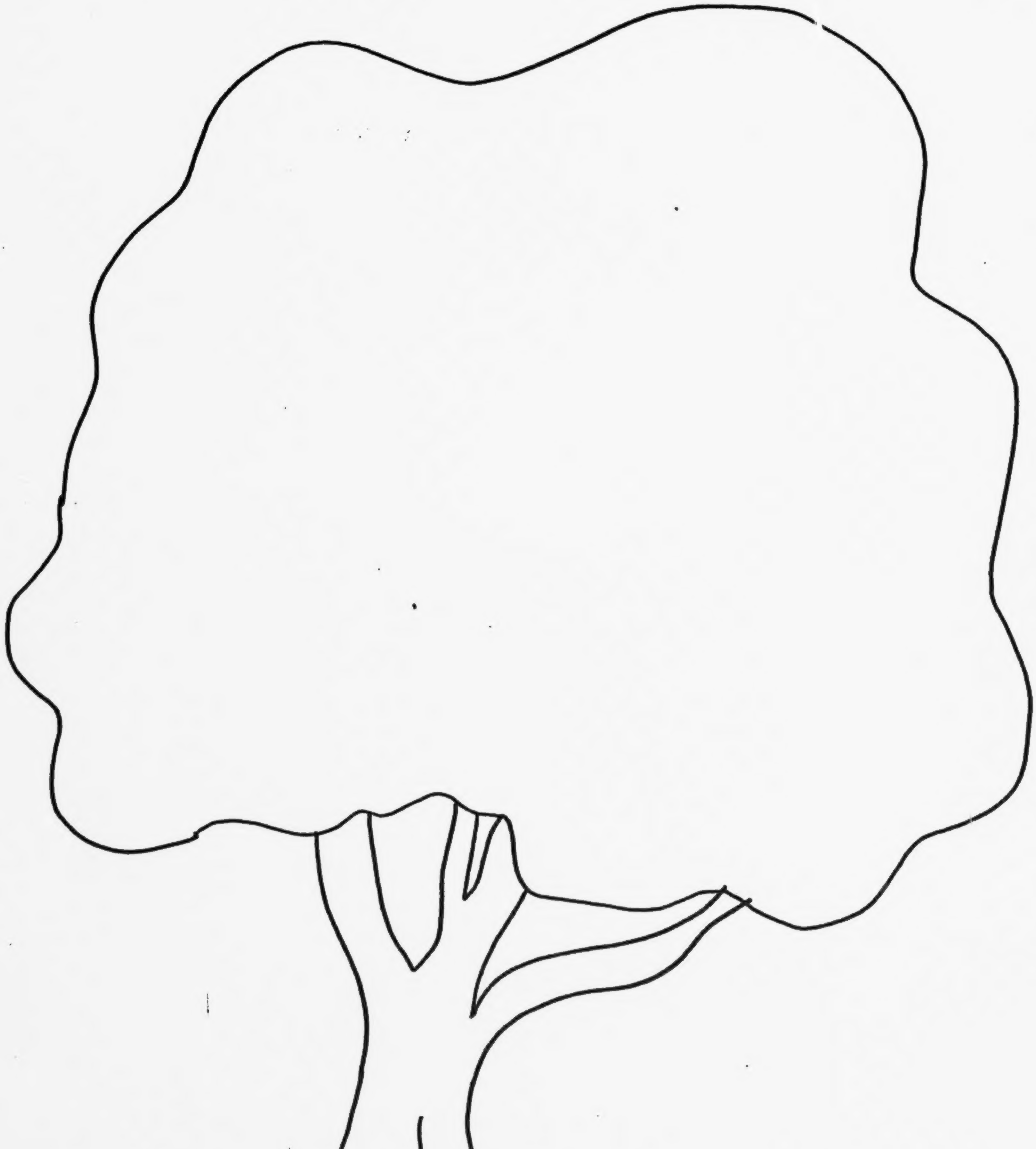


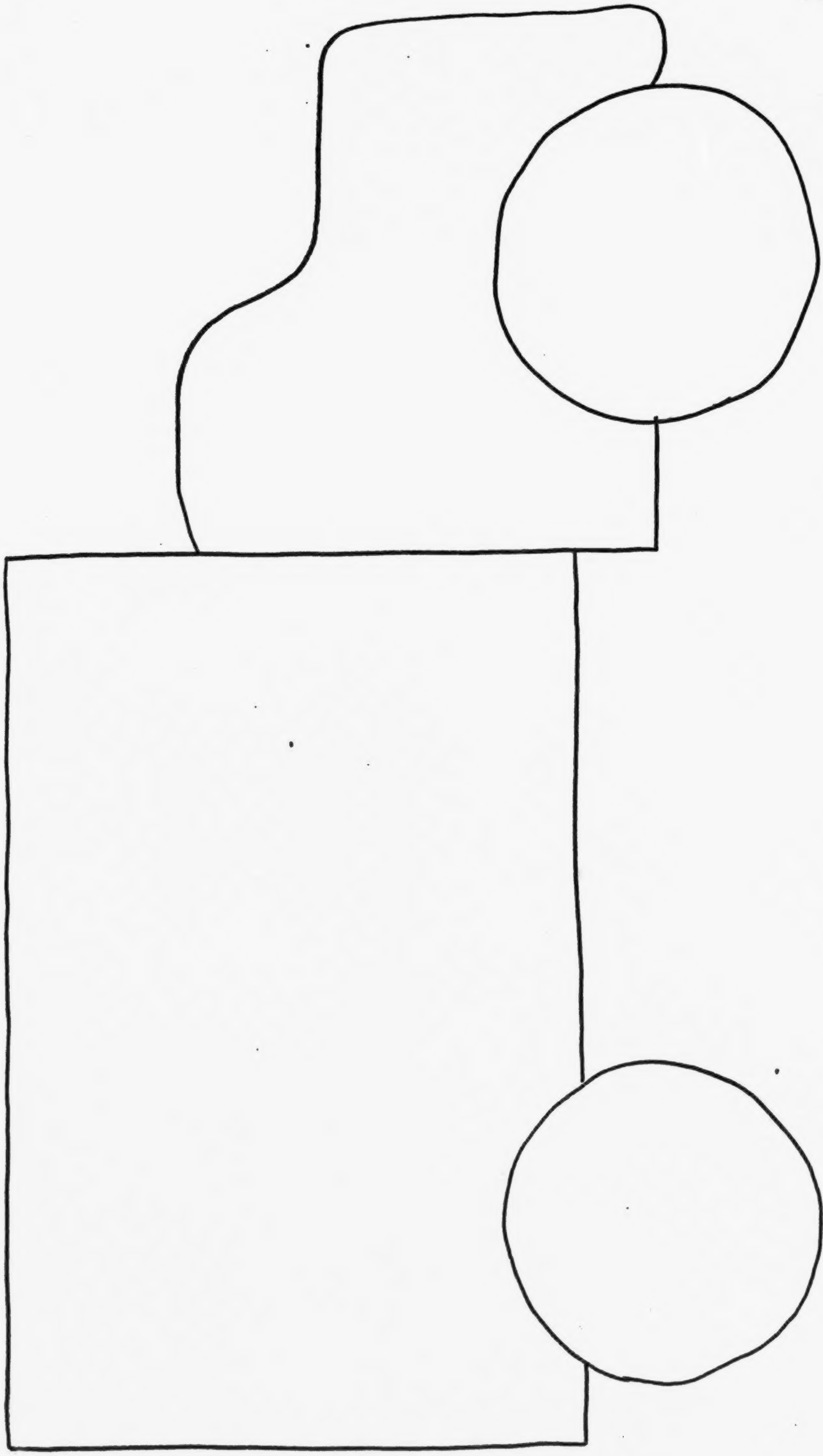


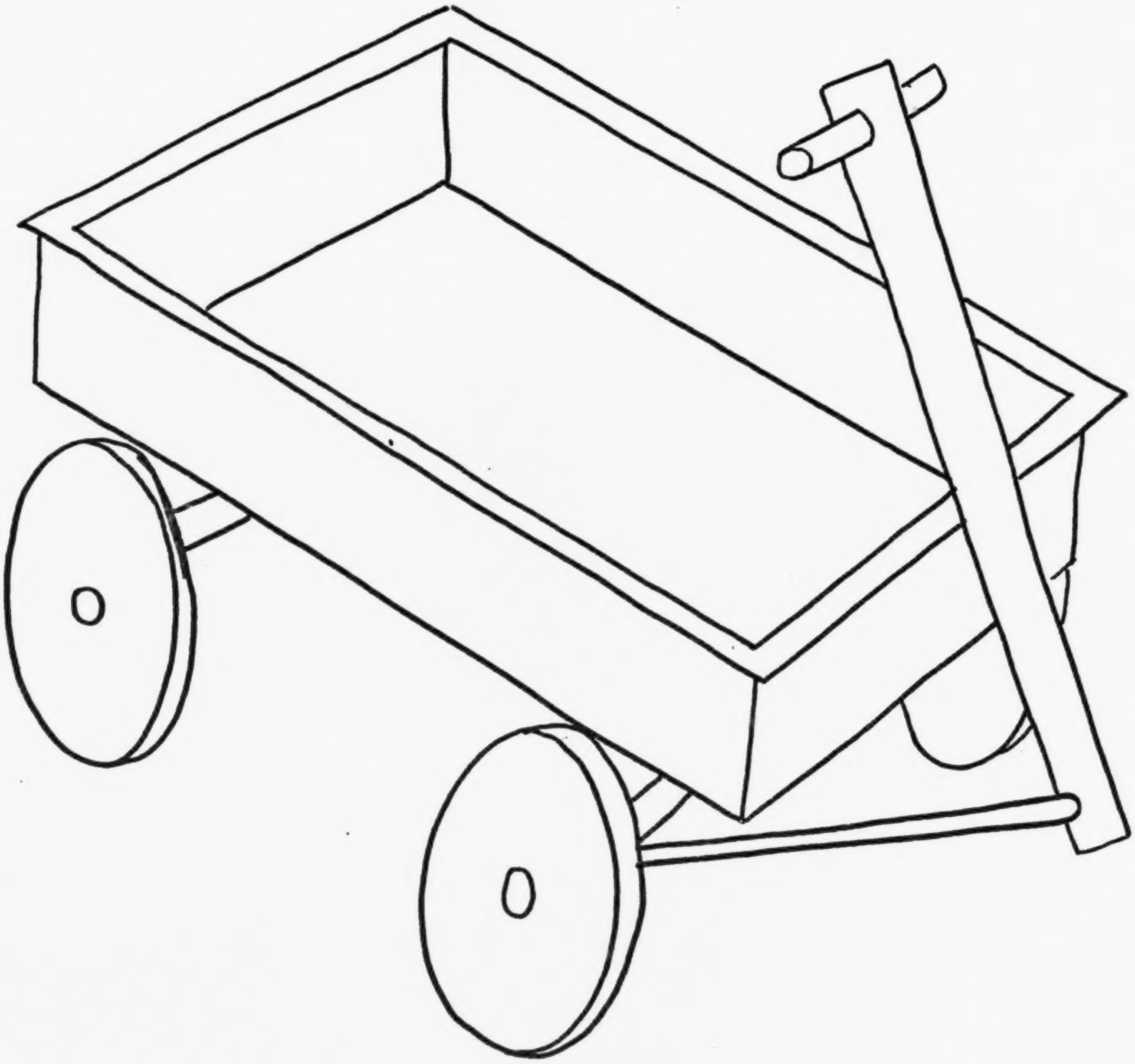


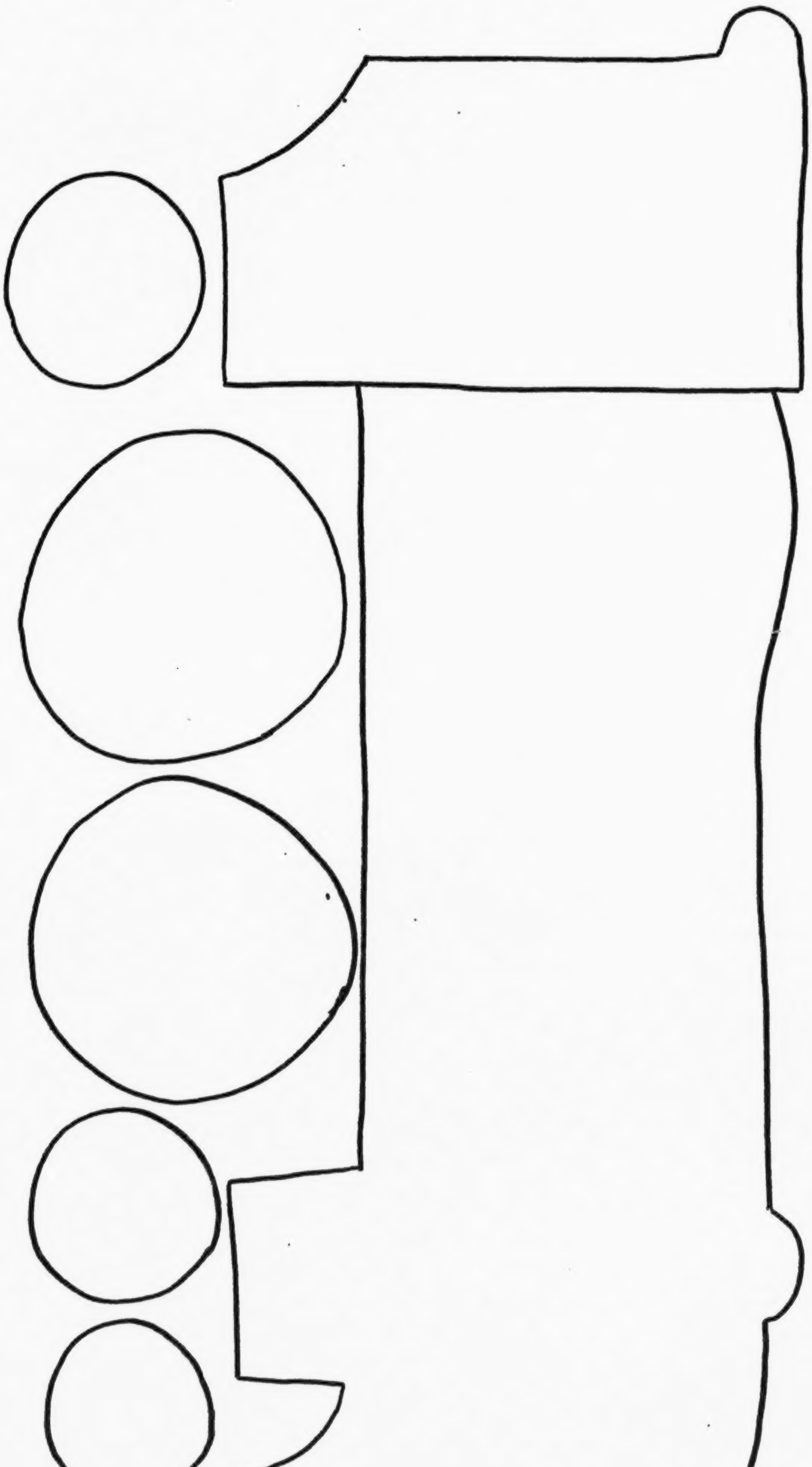


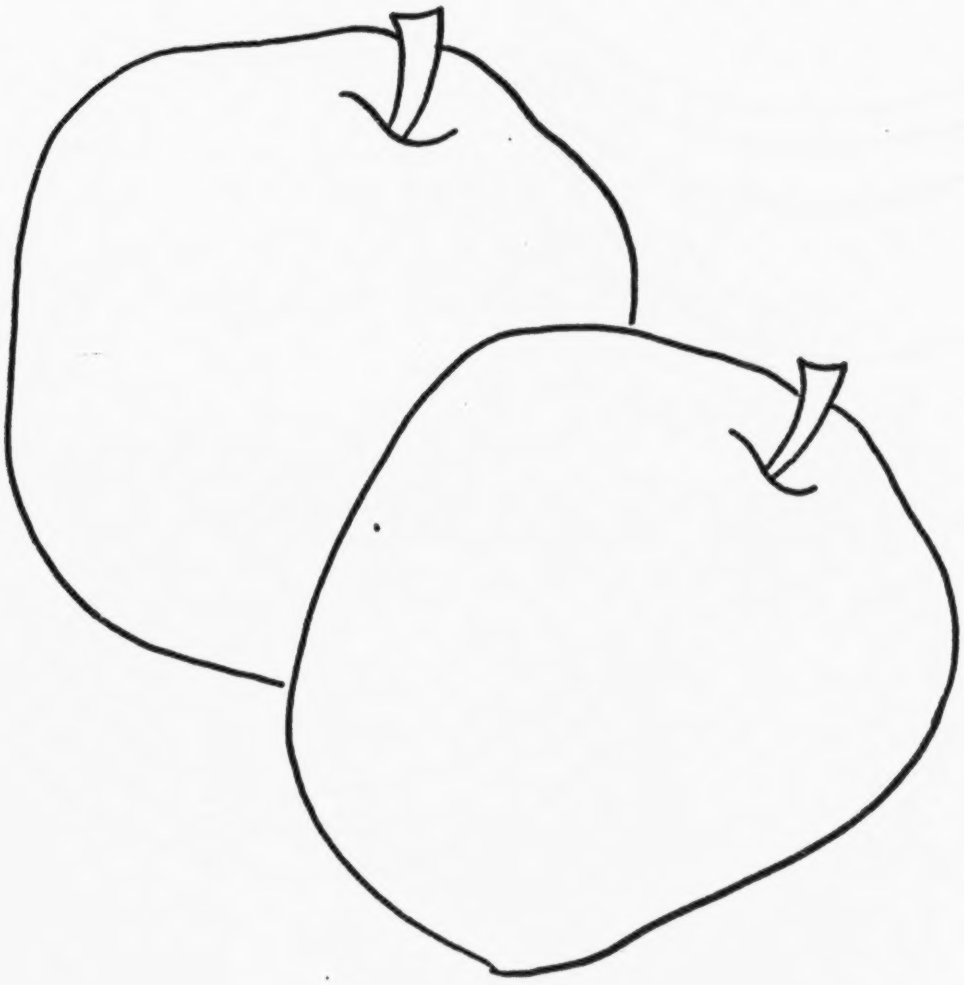


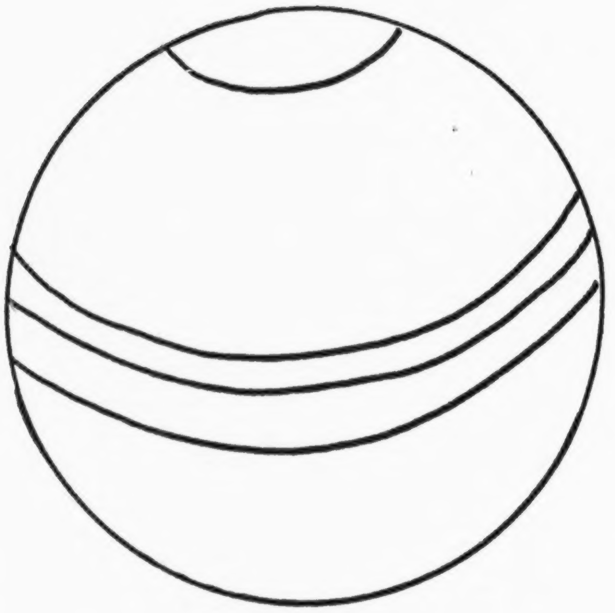


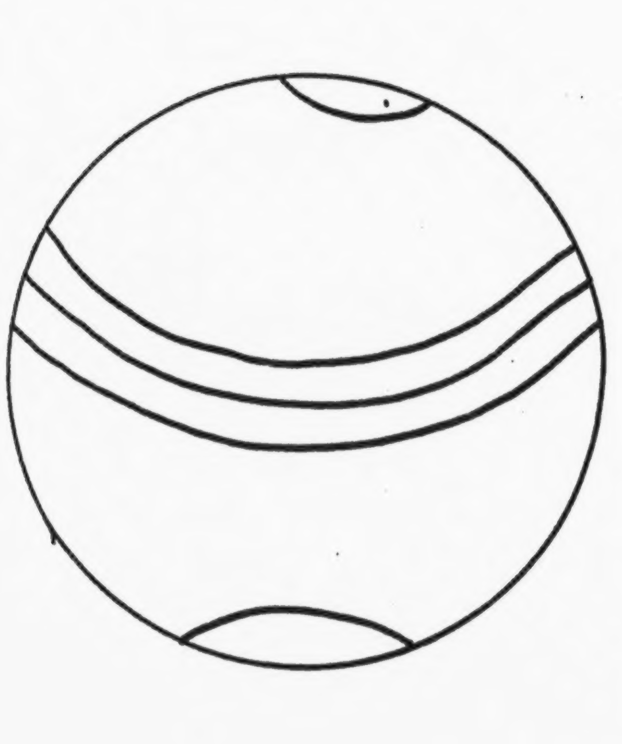


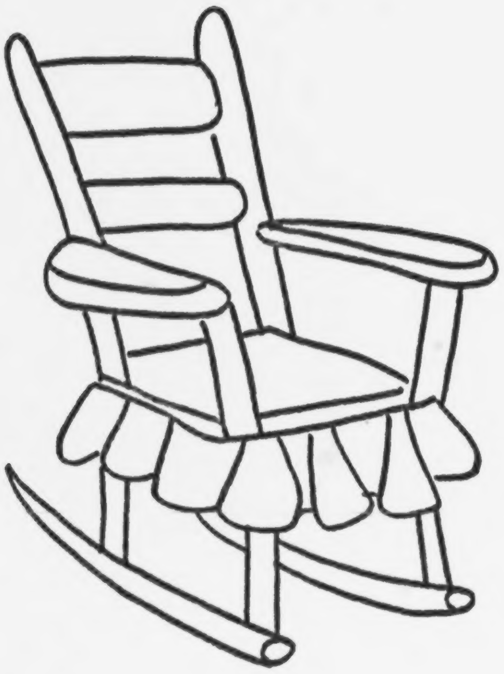


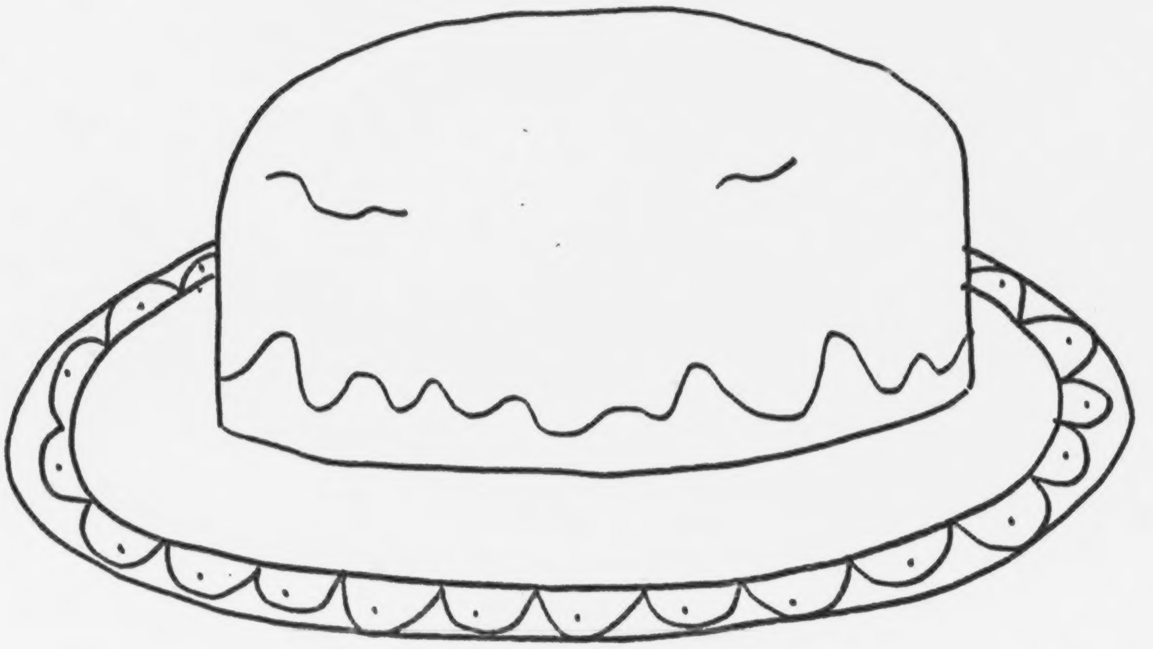


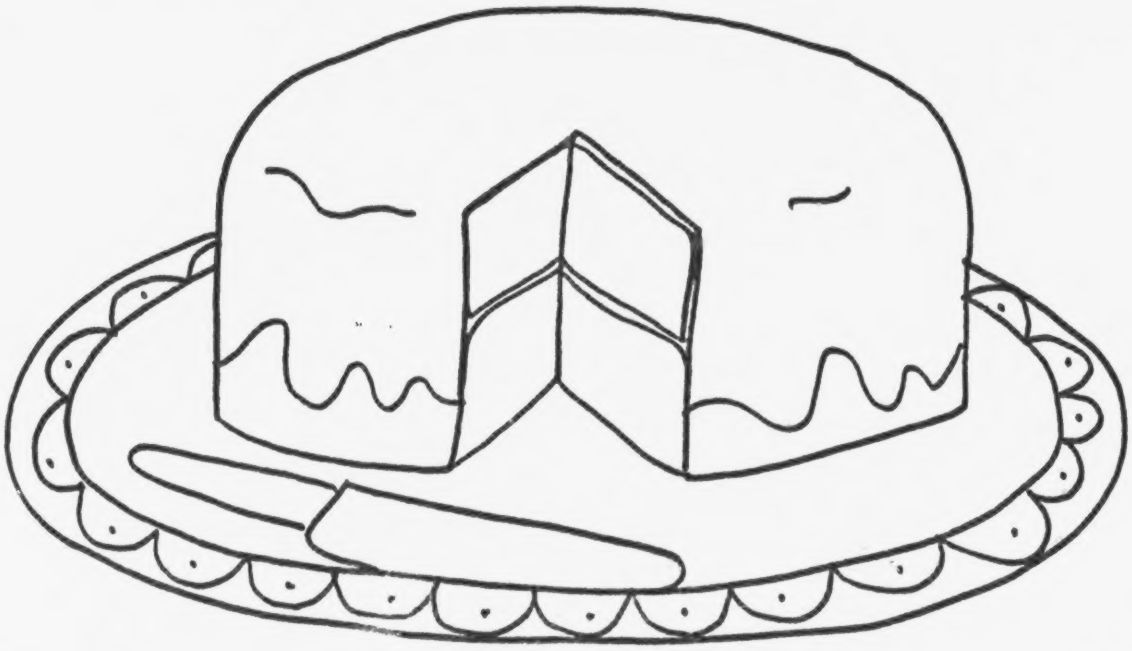


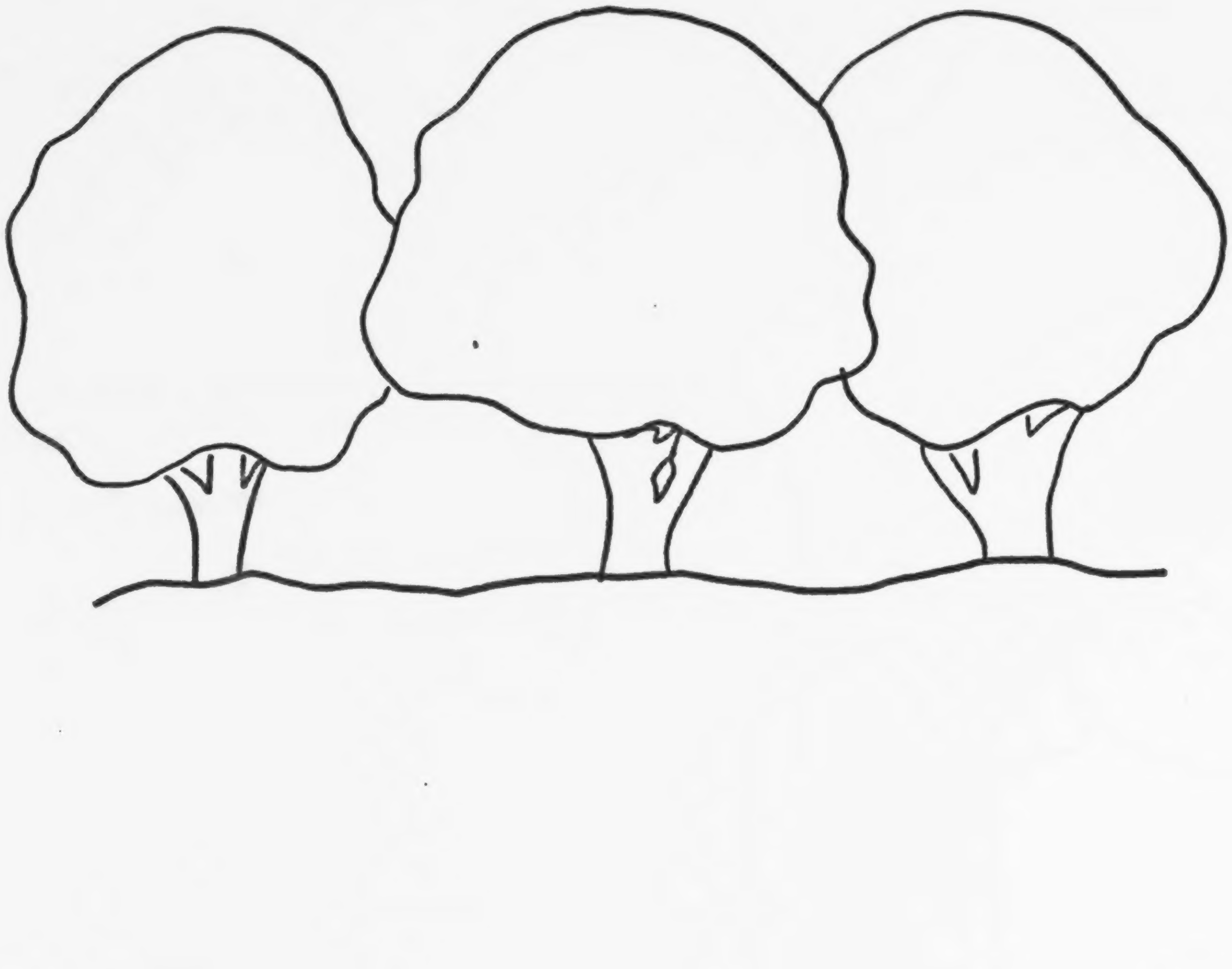


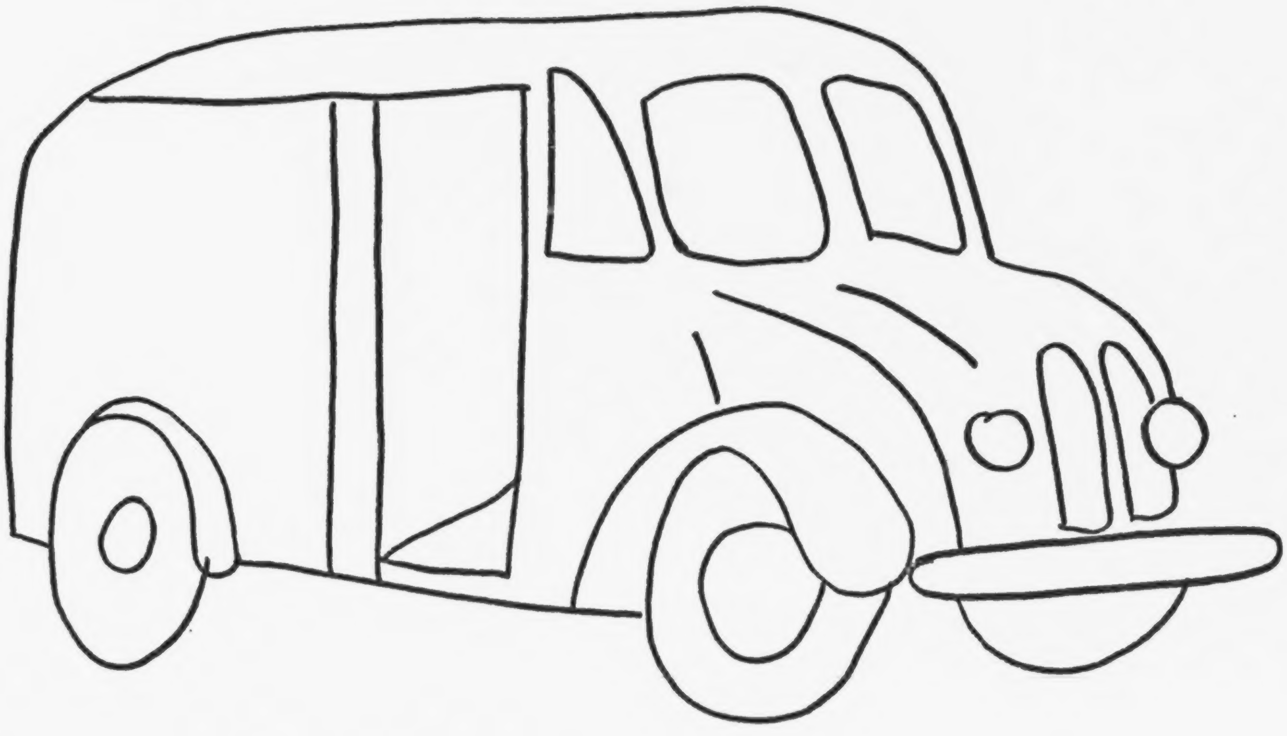


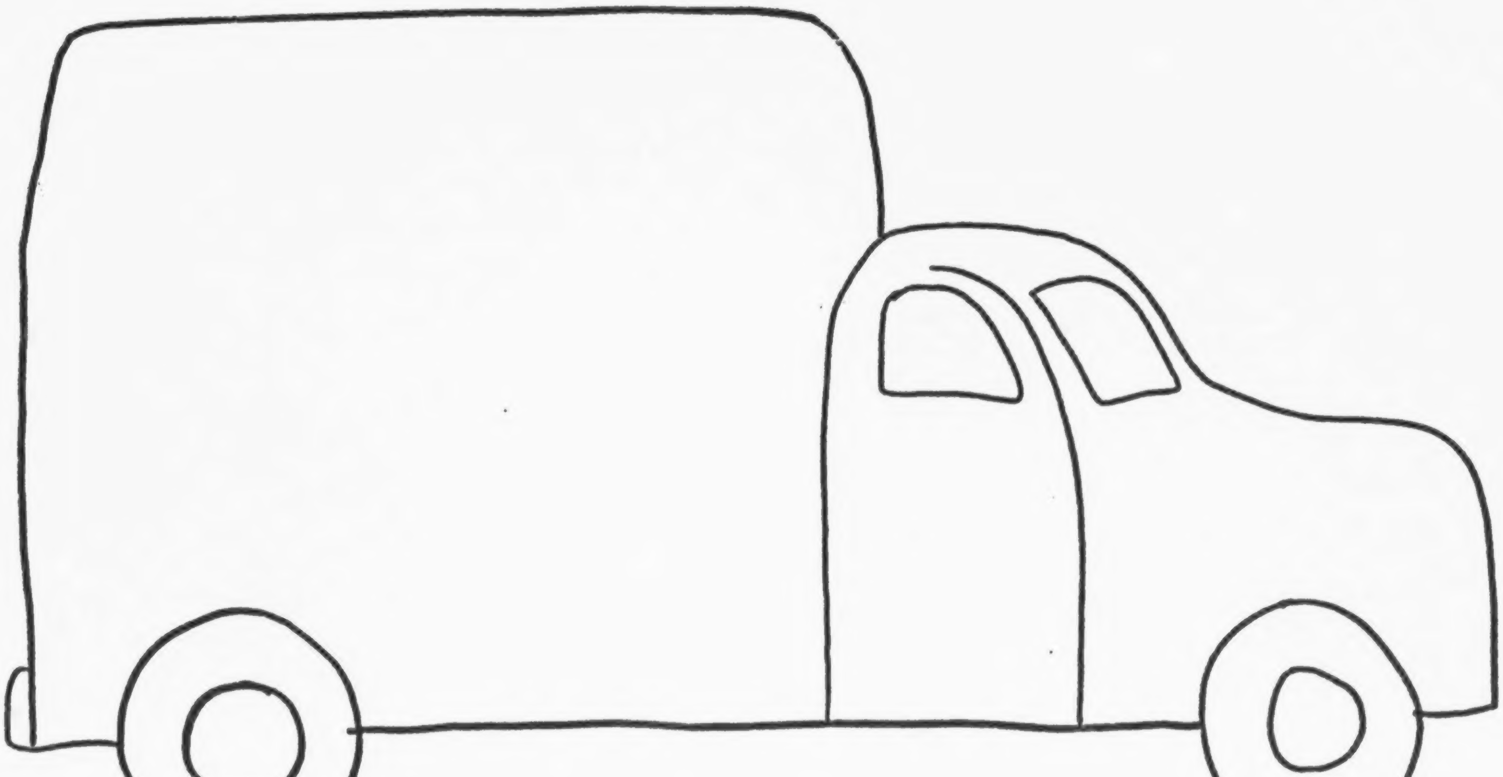


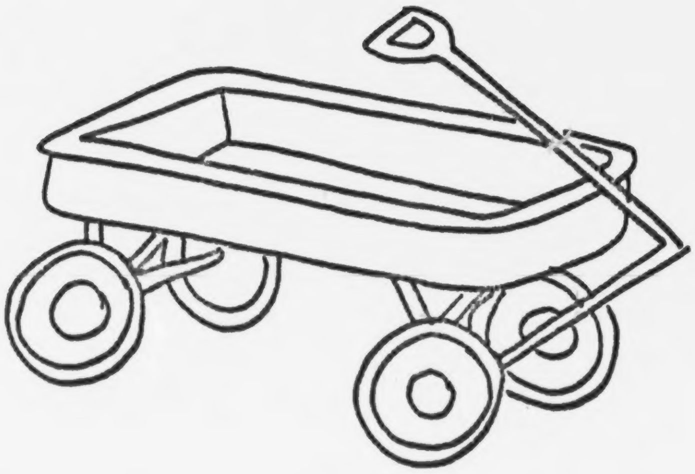


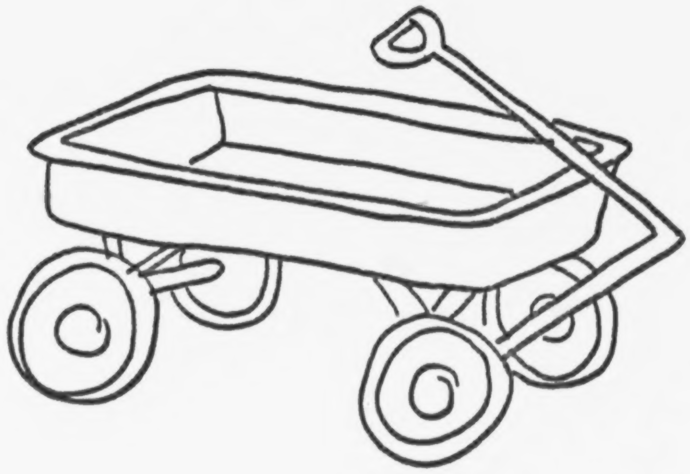


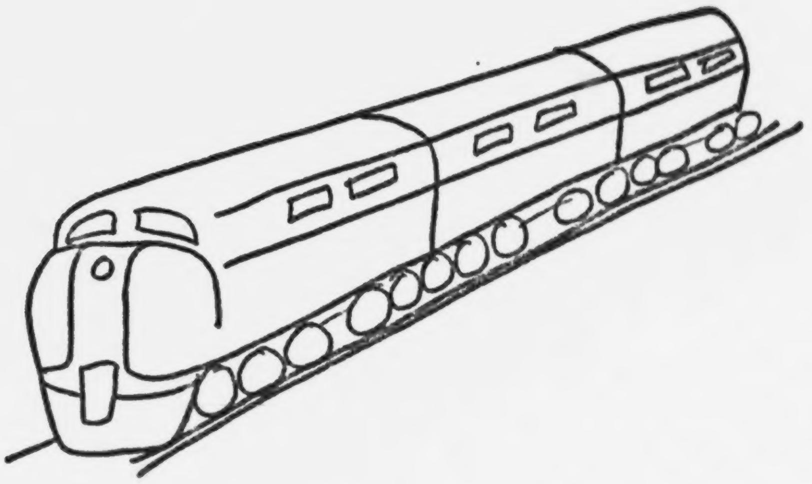


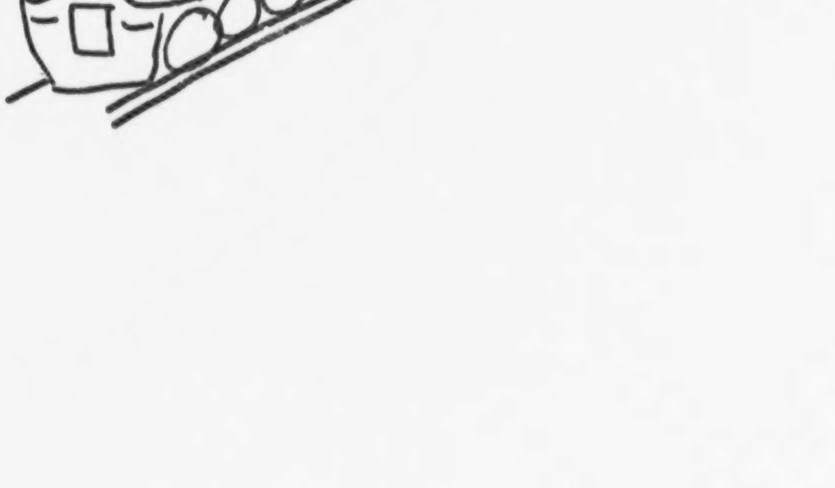


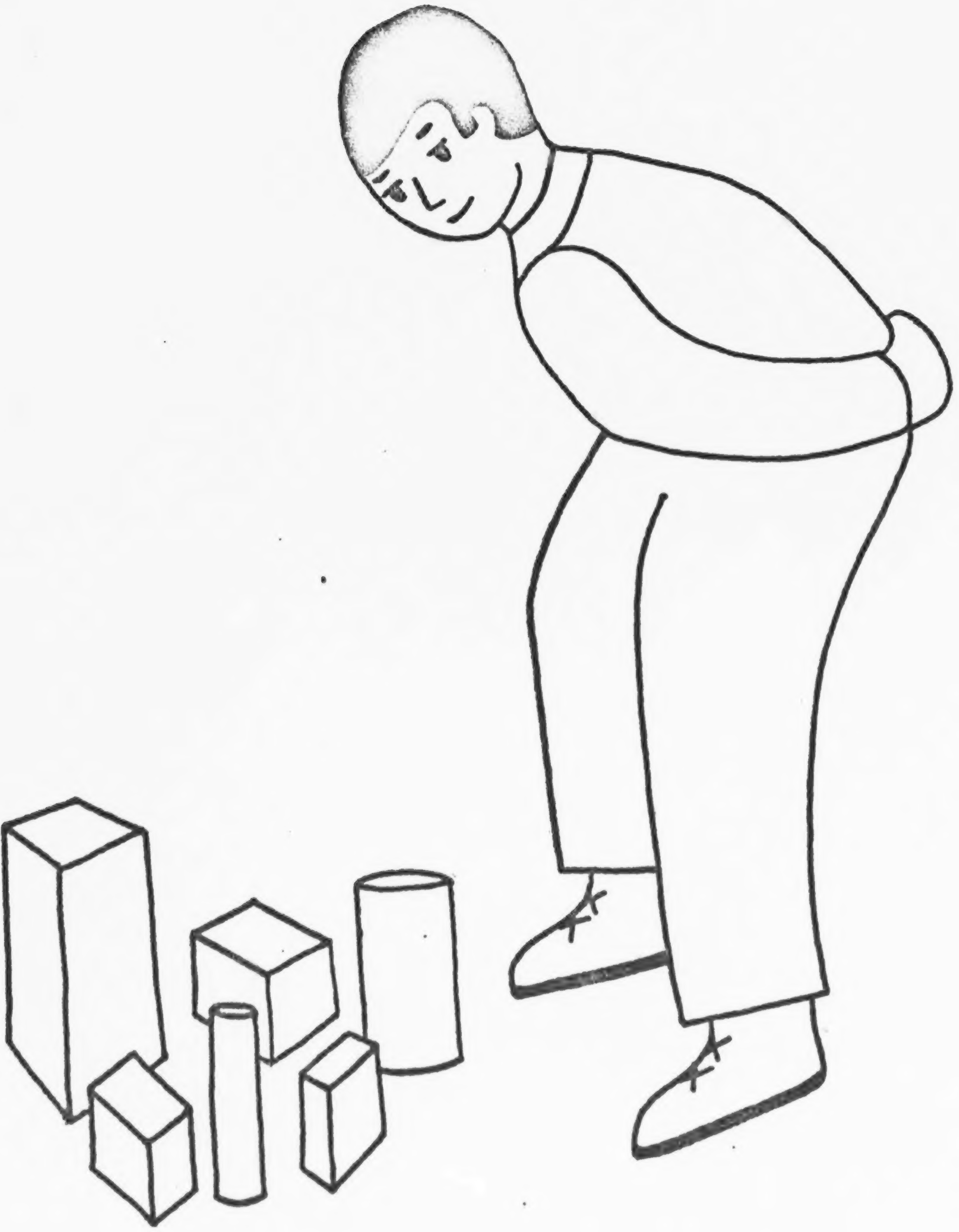


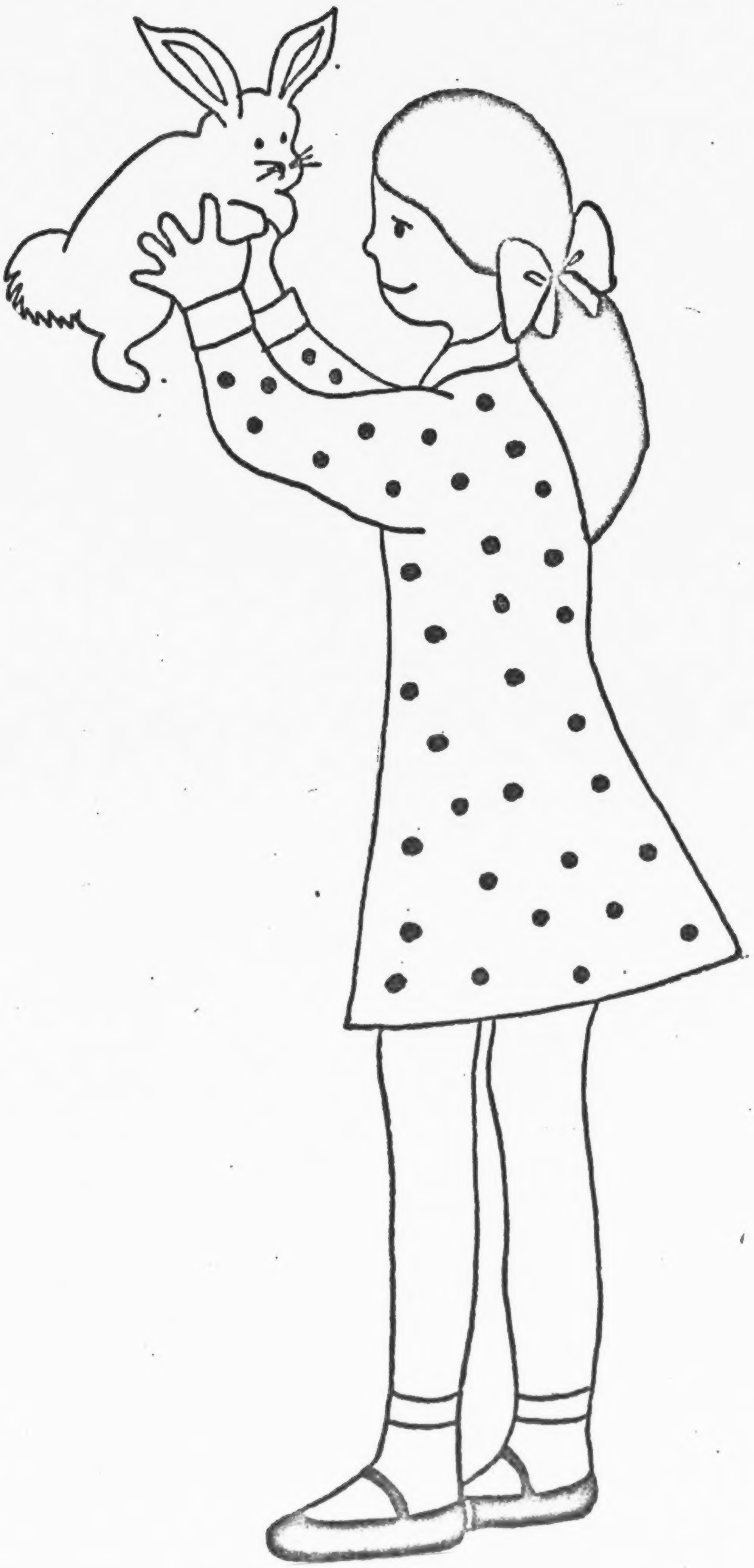


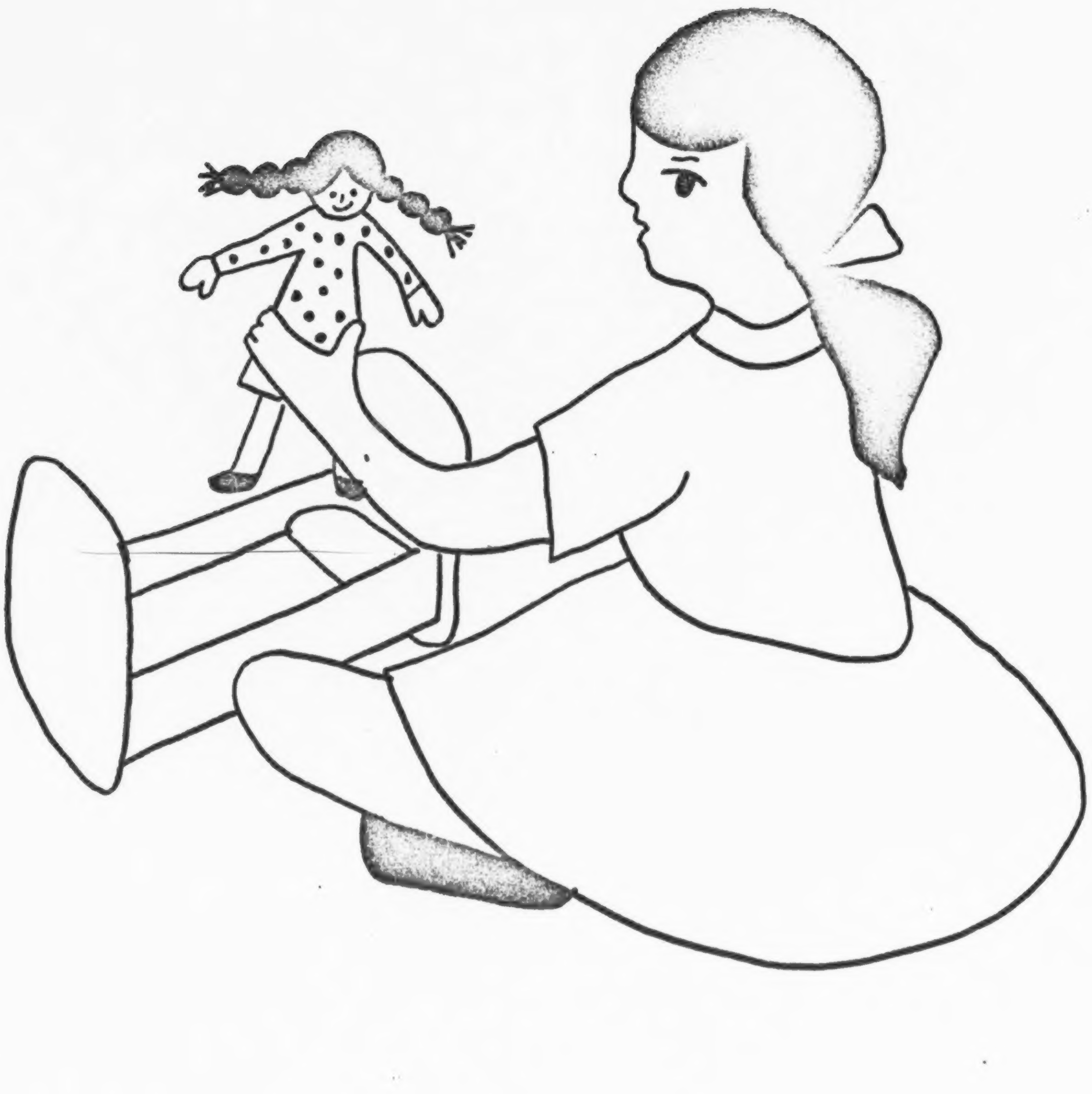


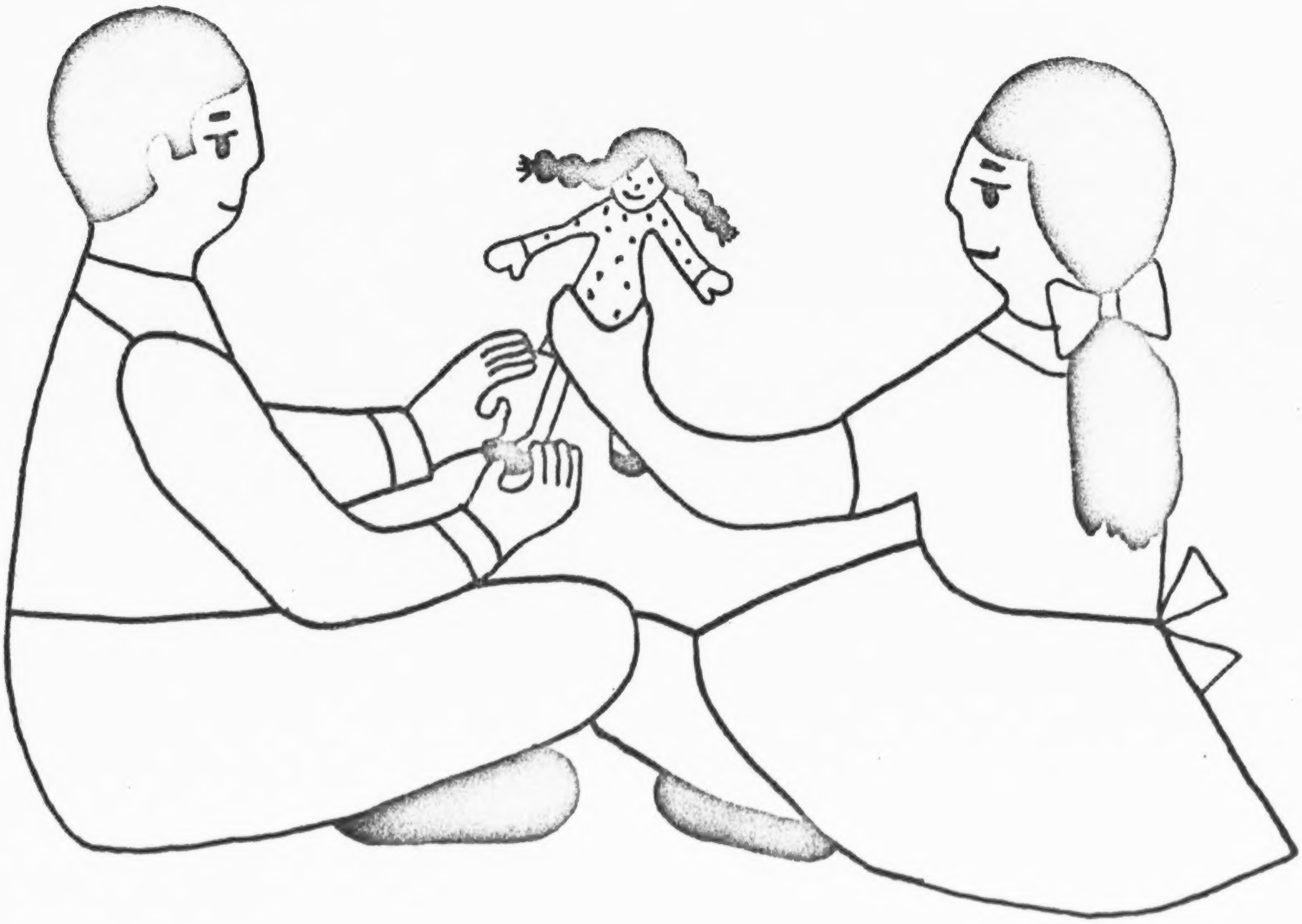


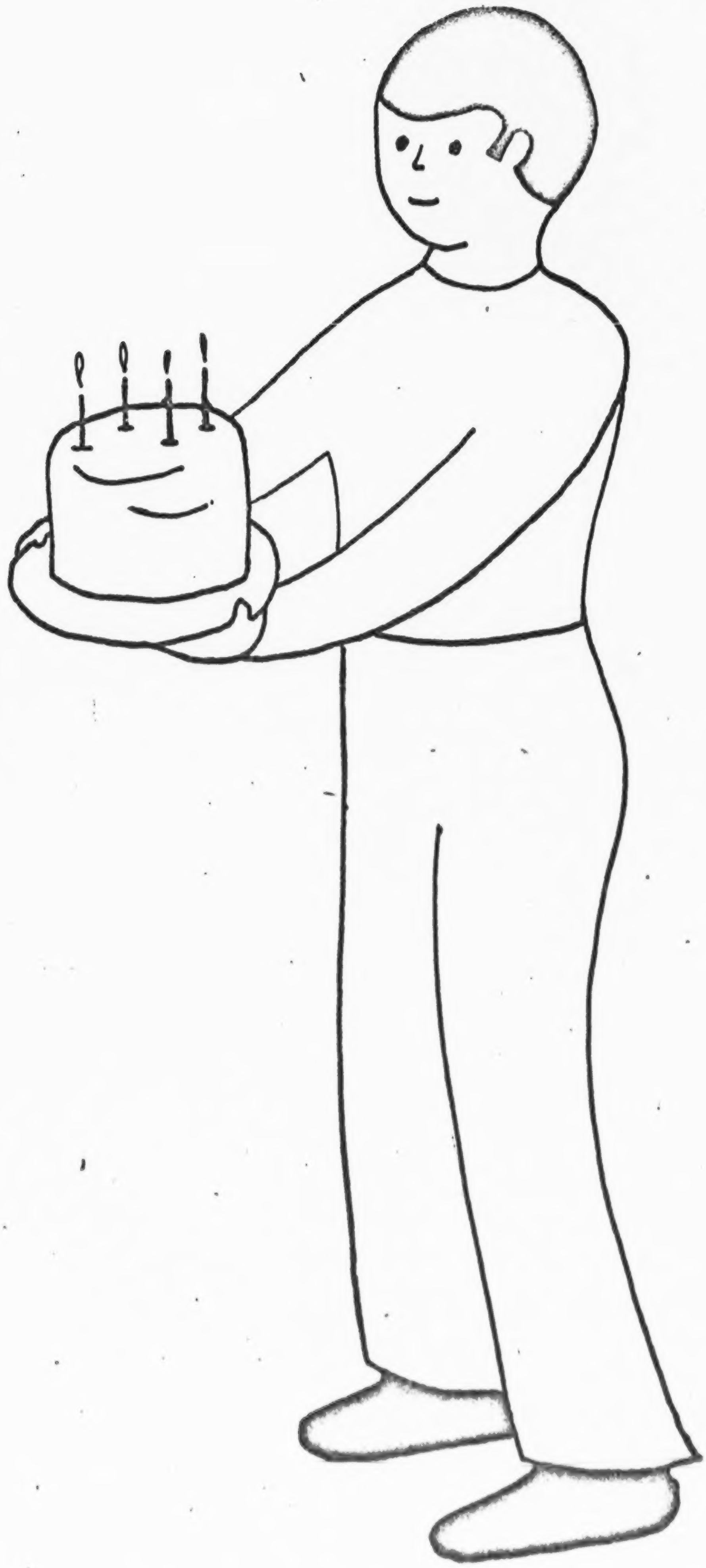


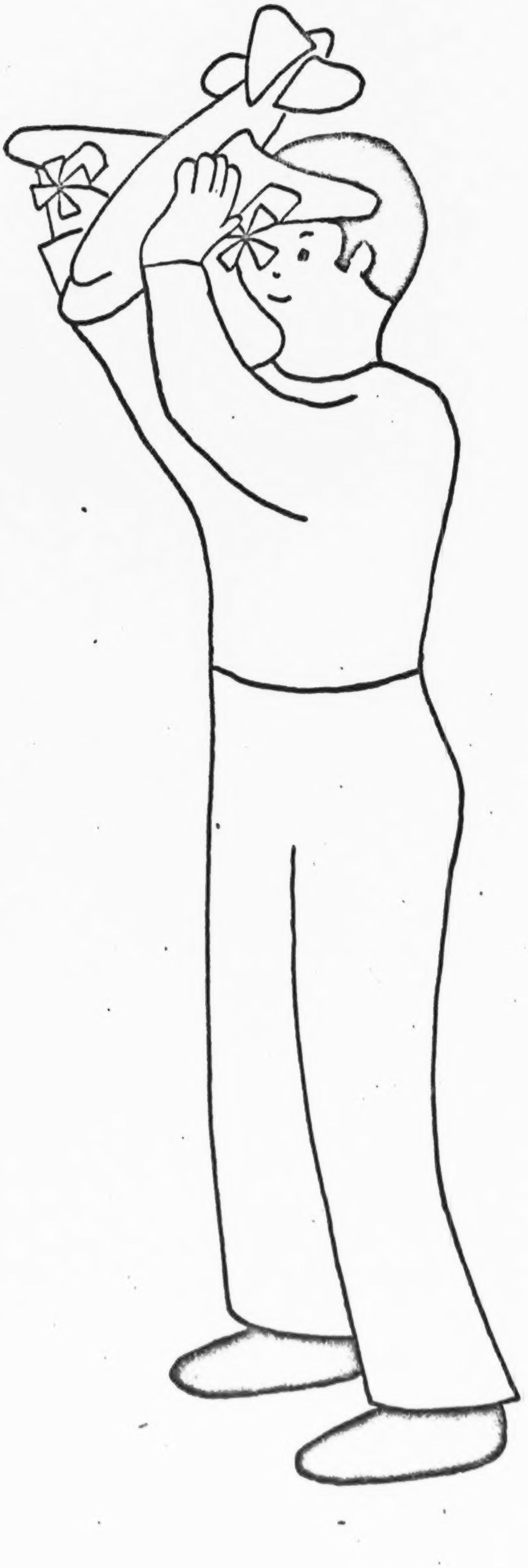




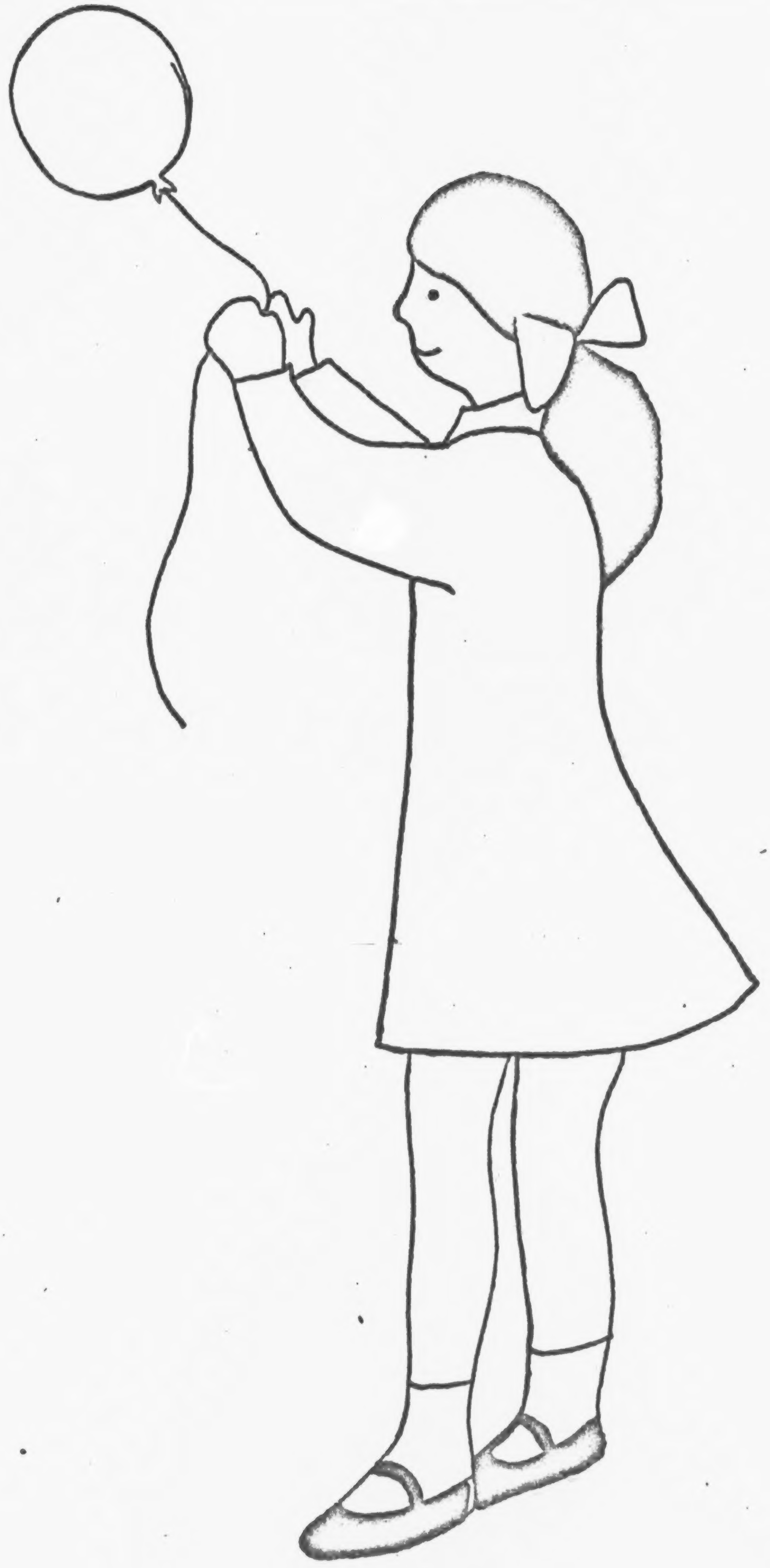


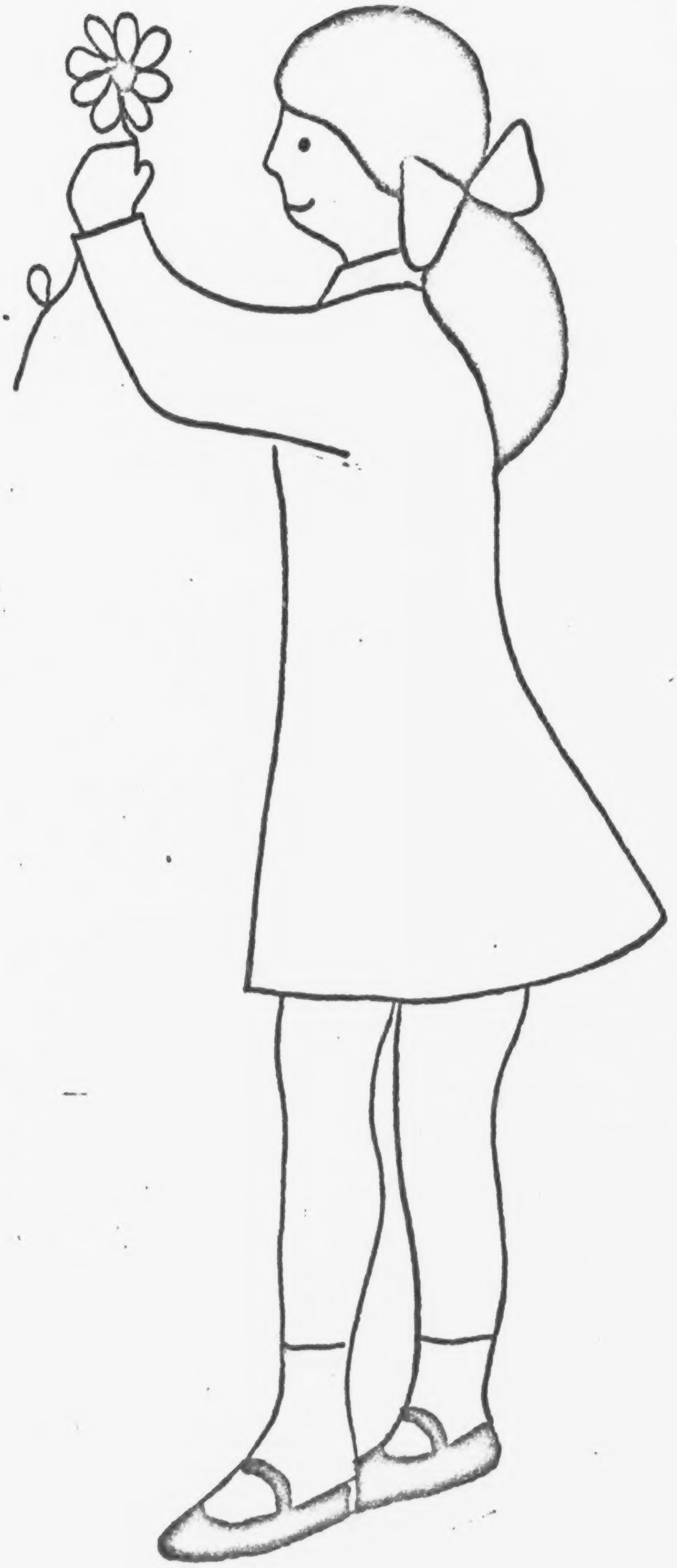


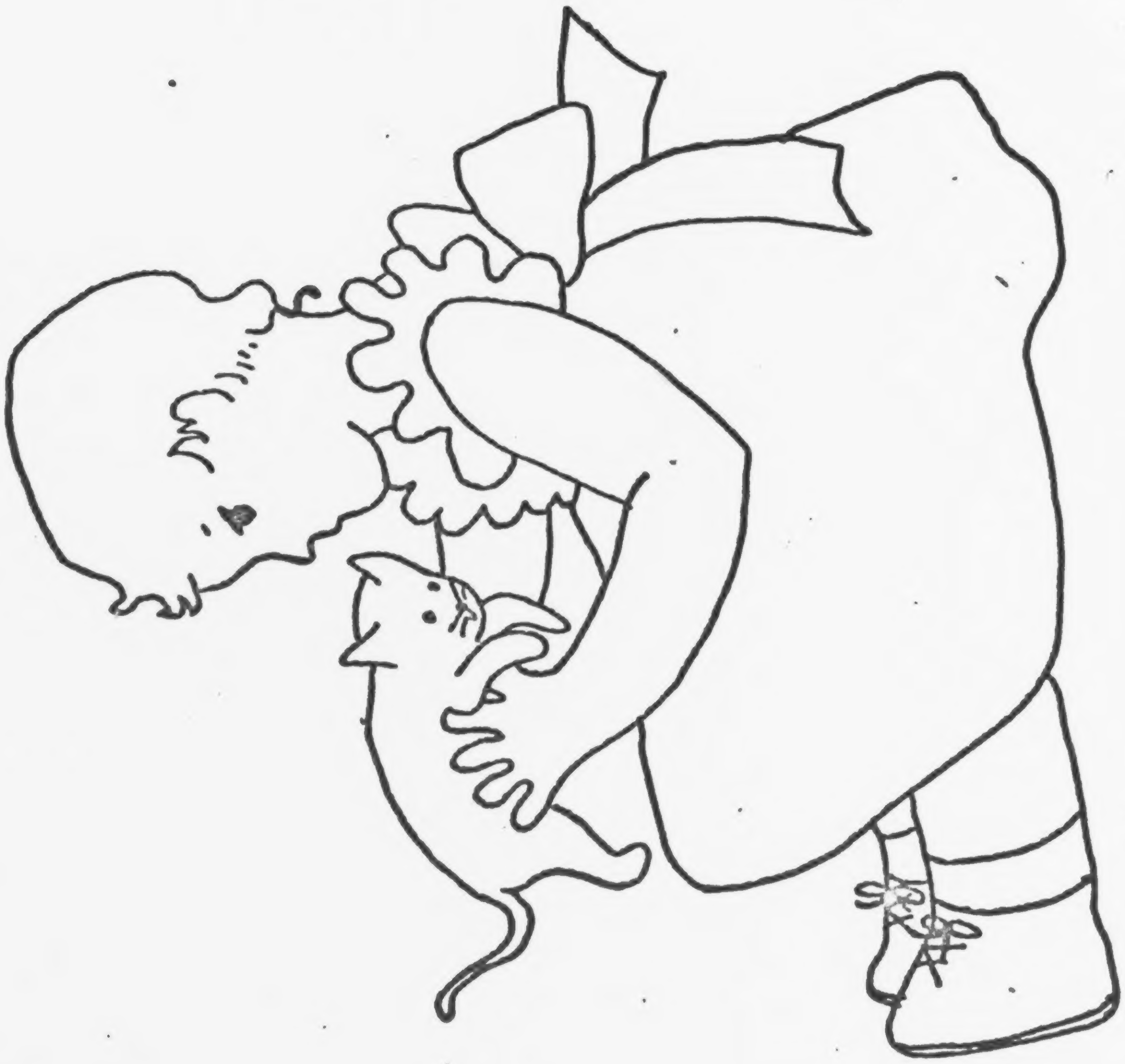


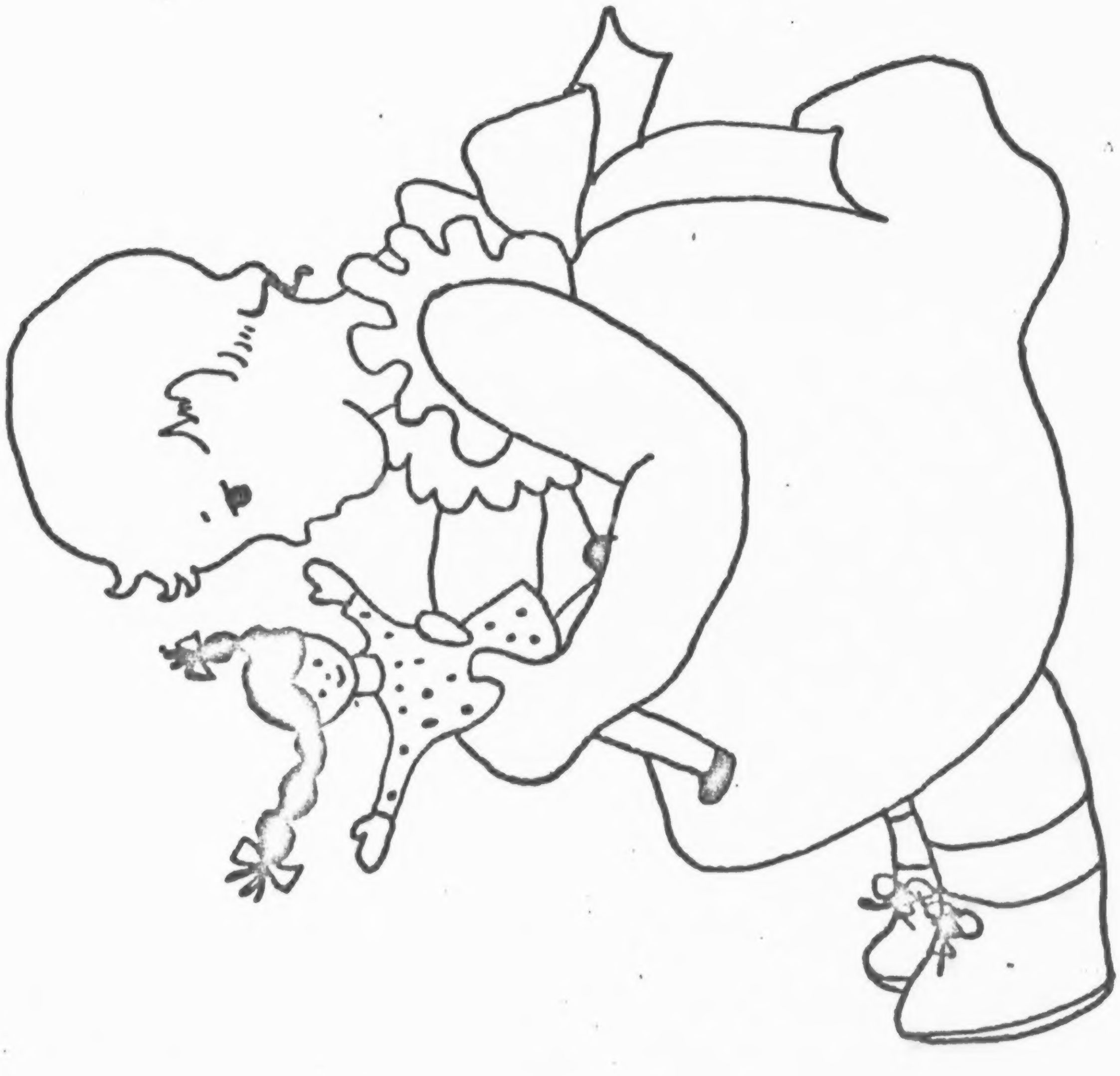


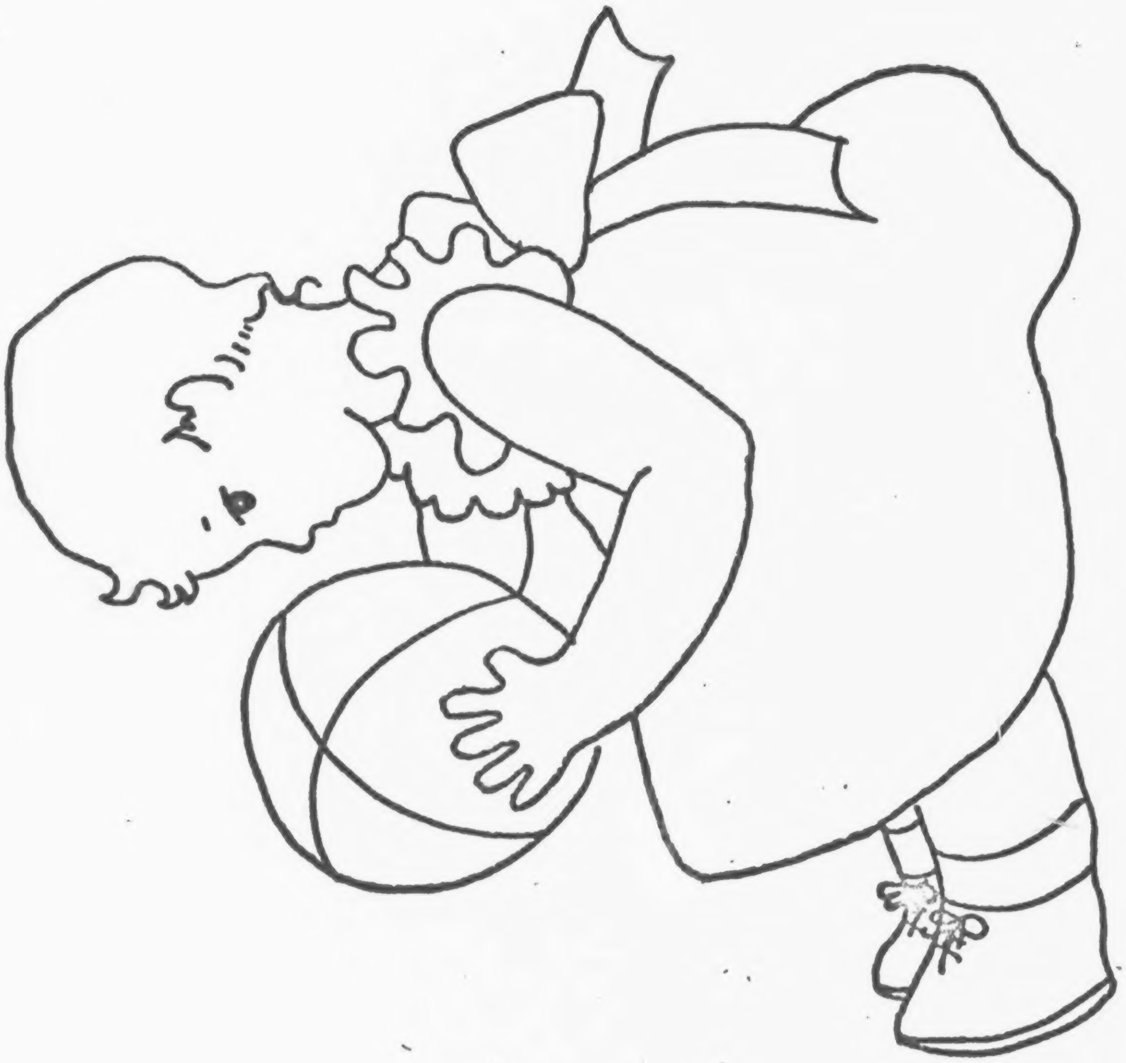
248

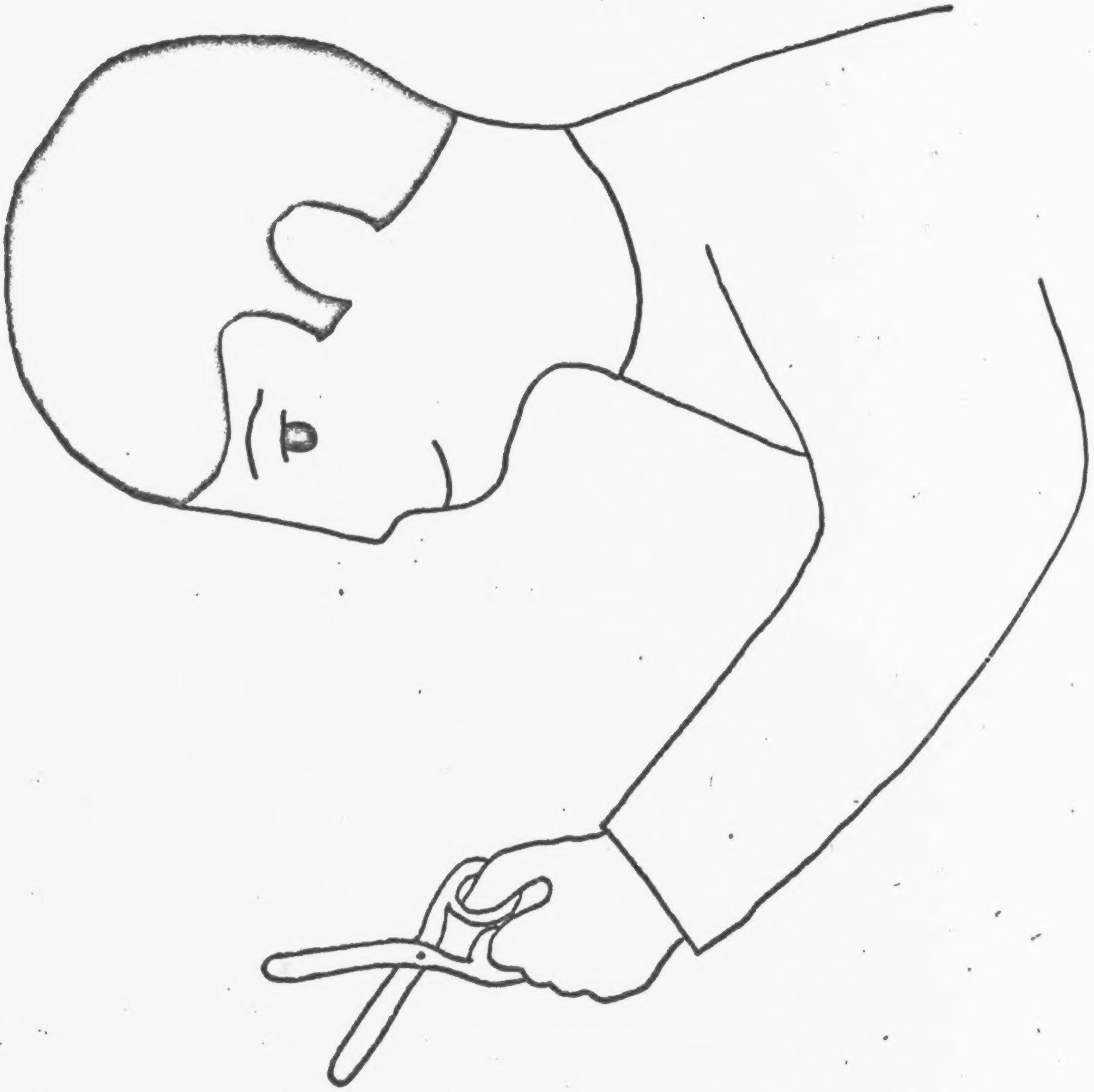


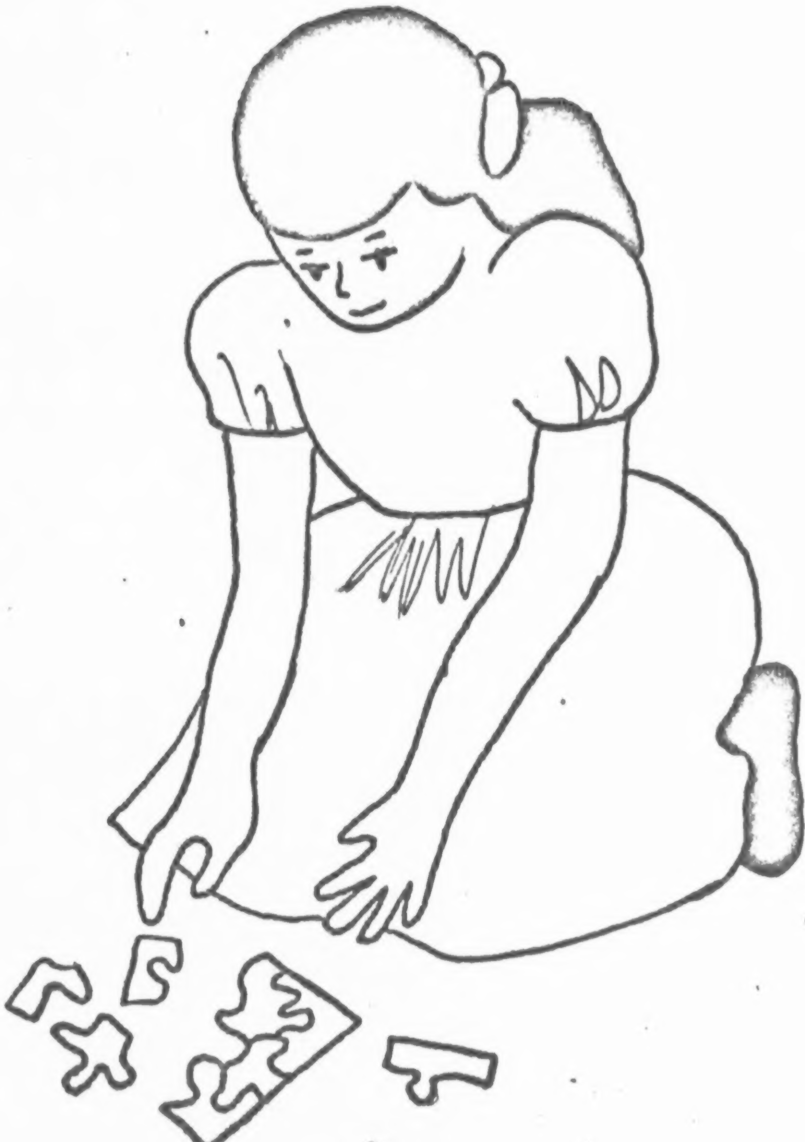


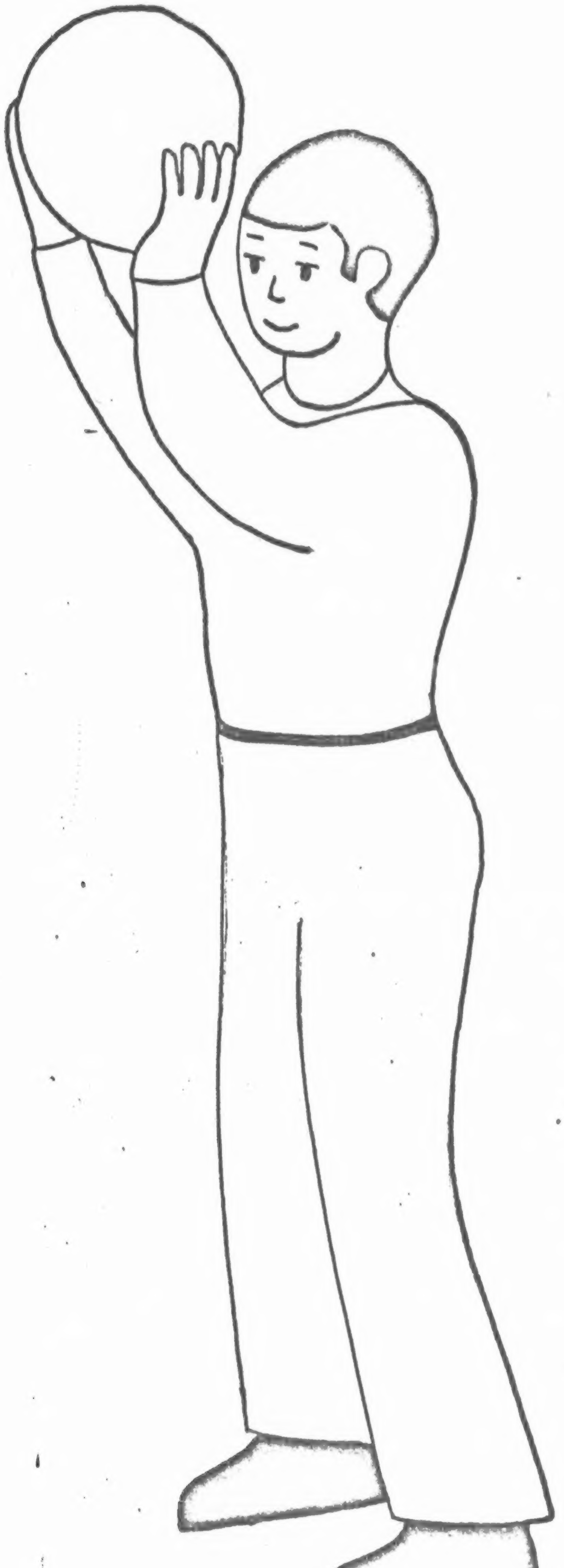


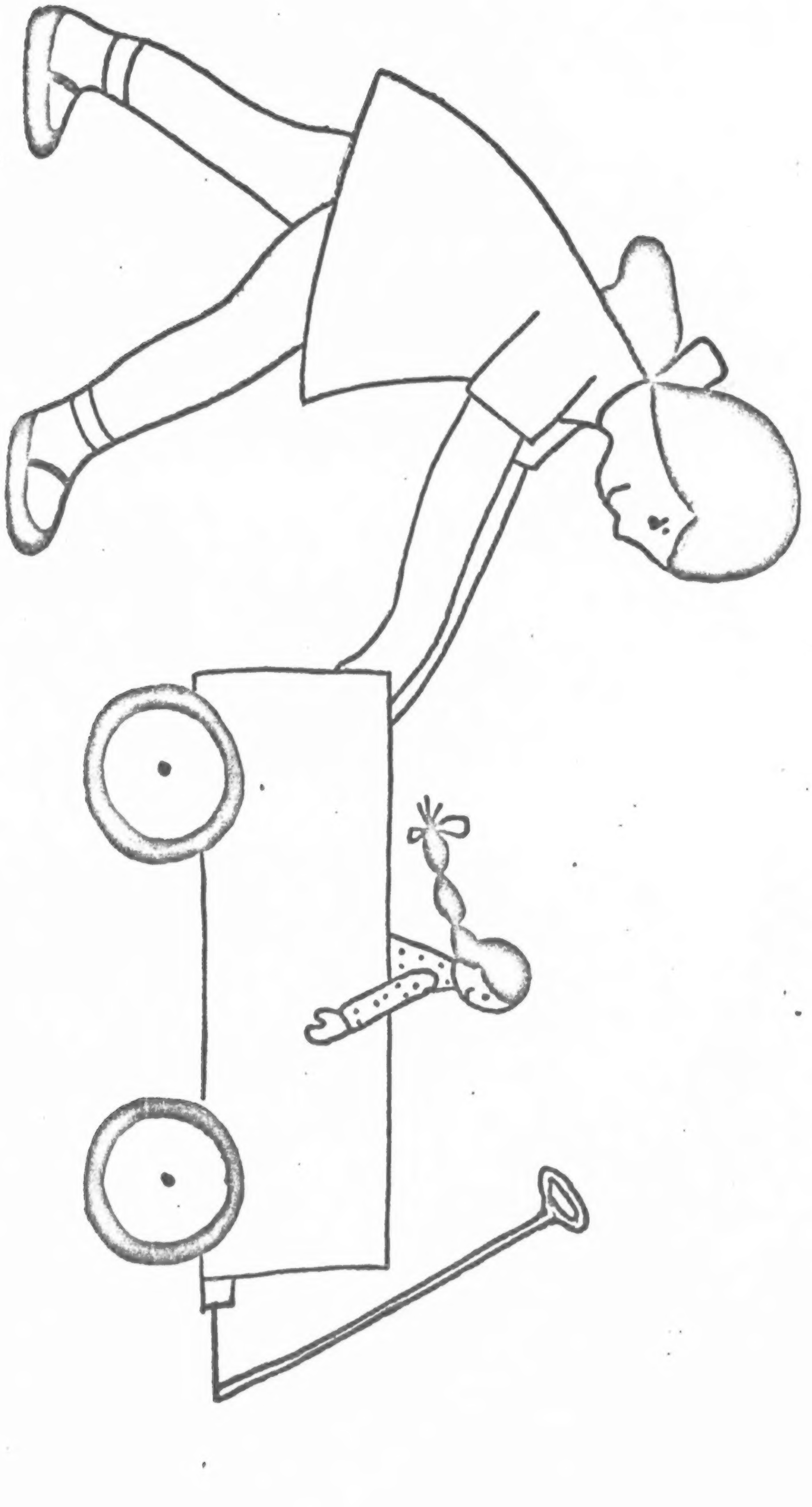


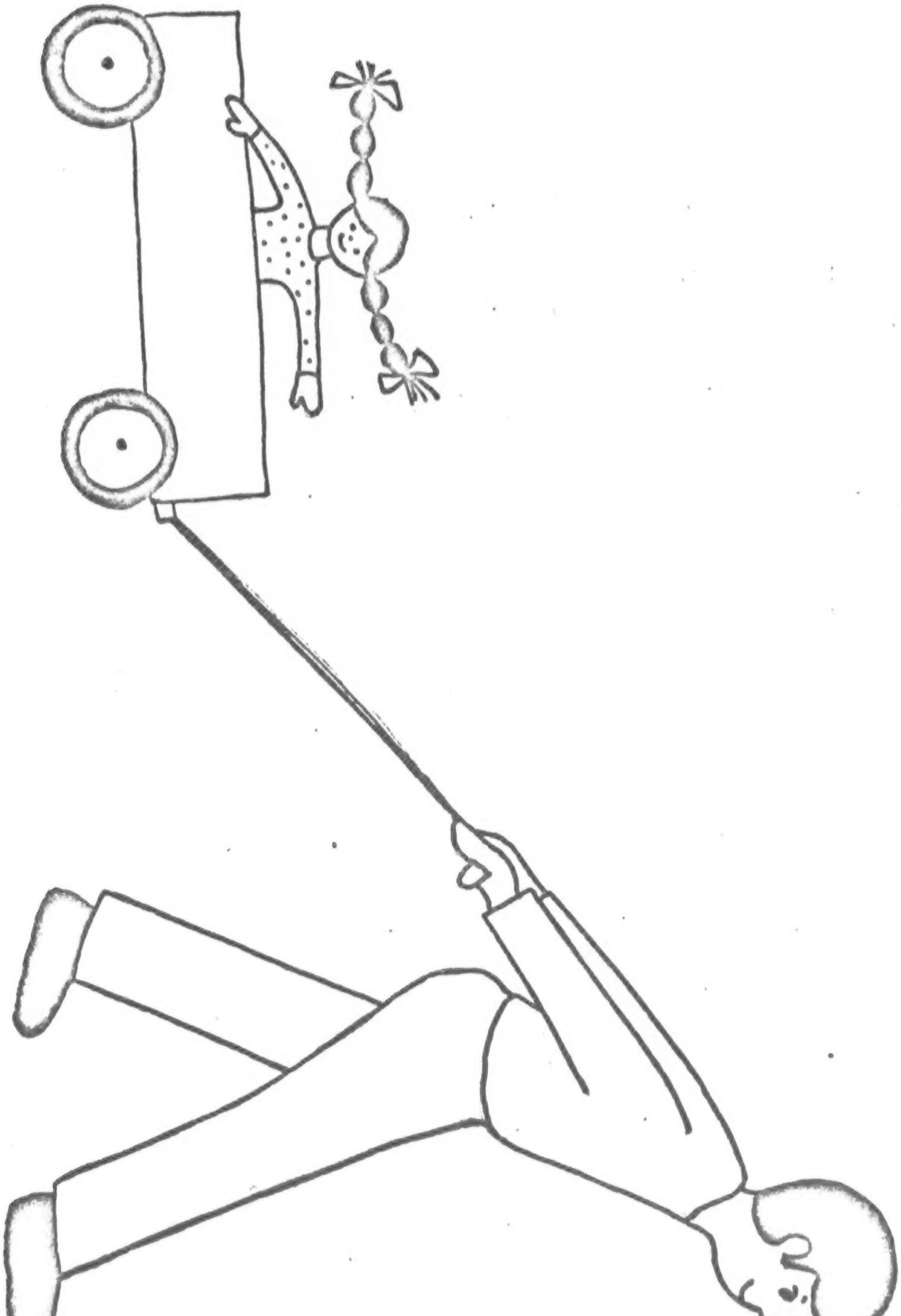


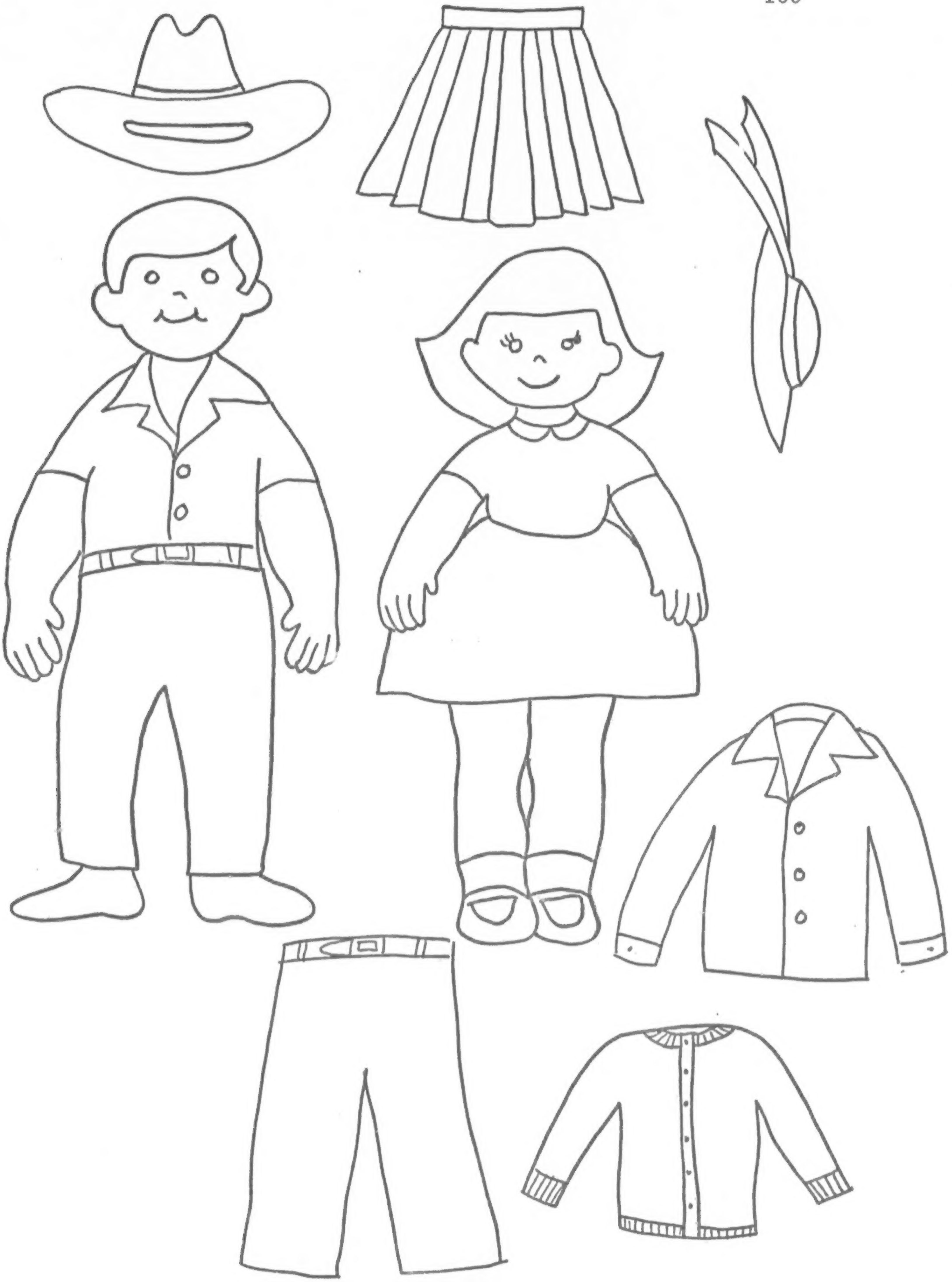


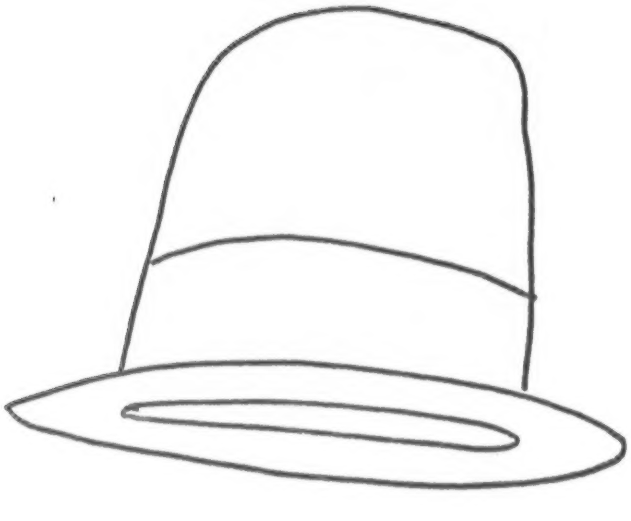


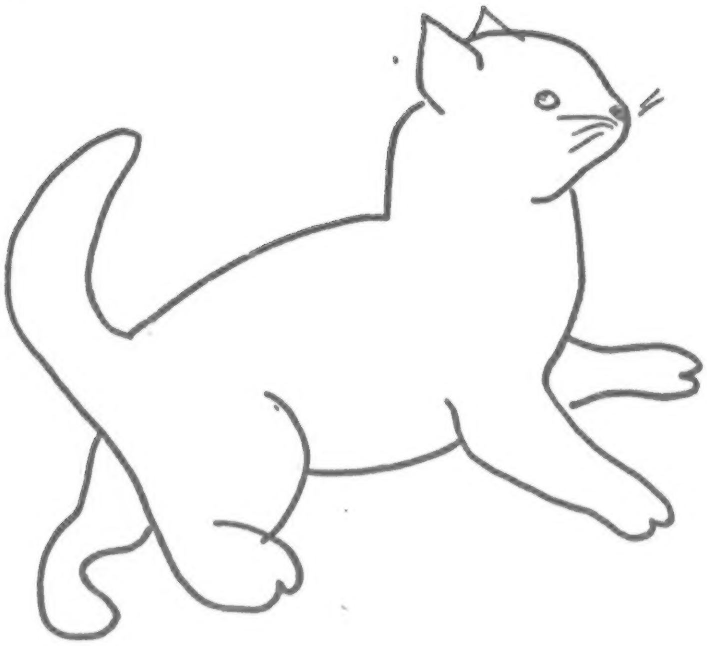


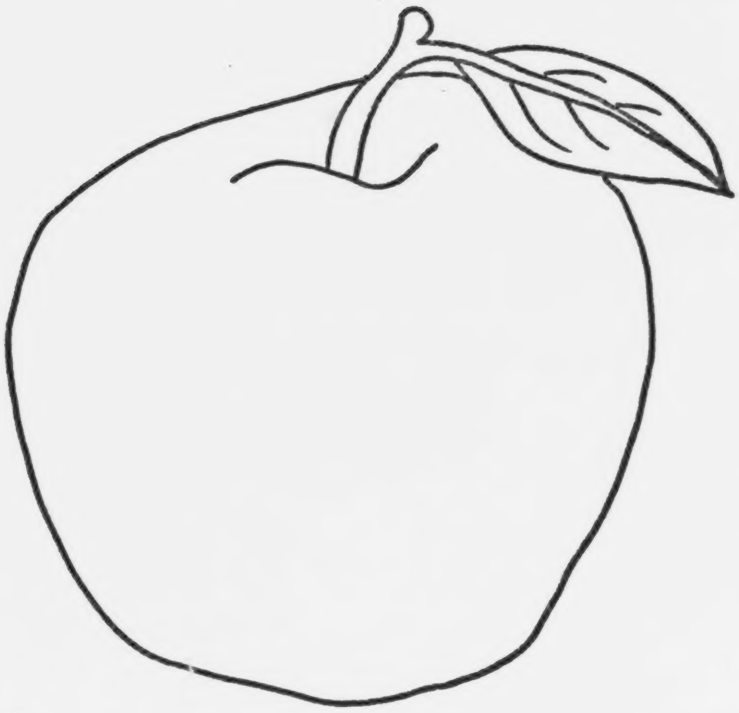


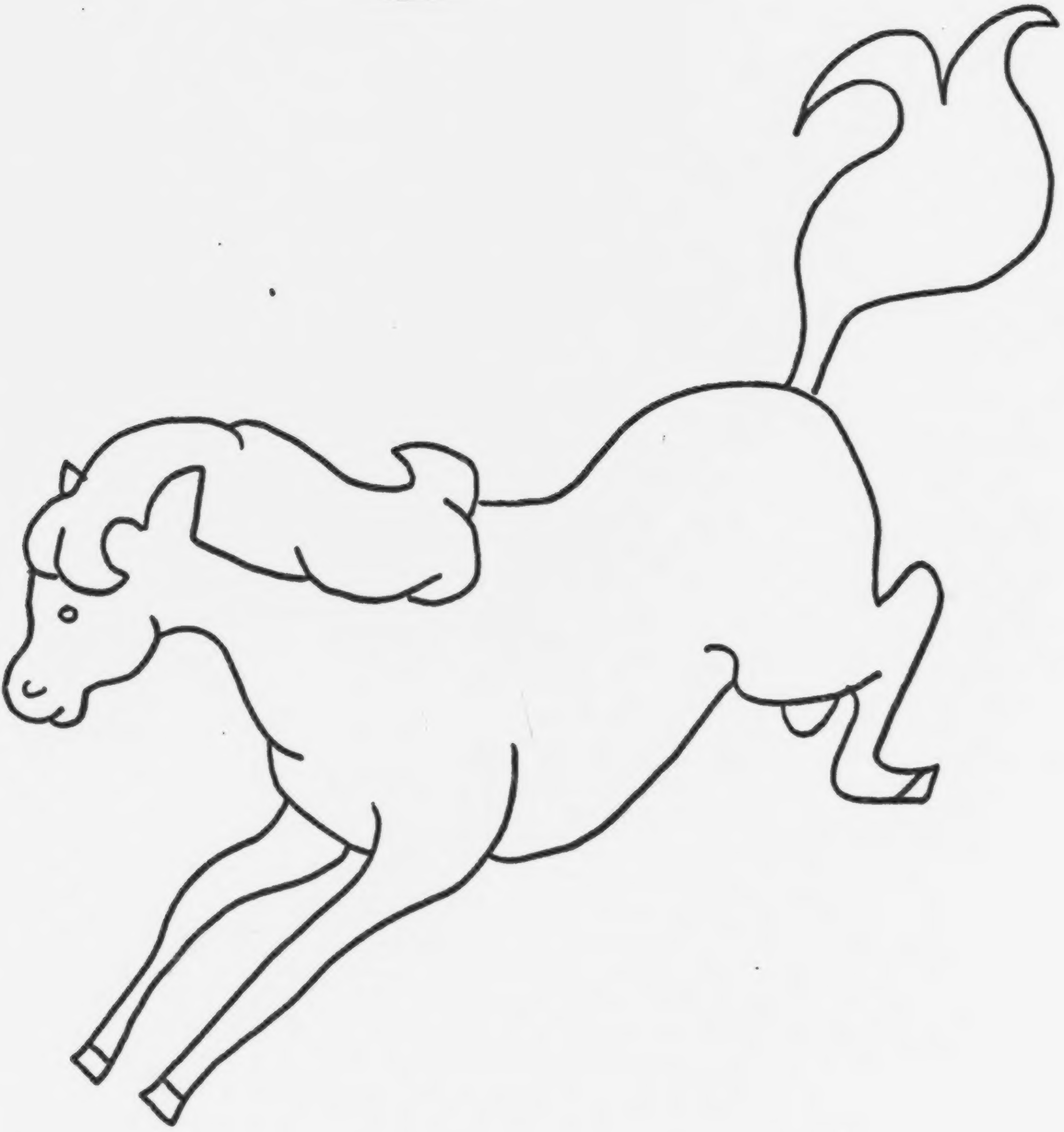


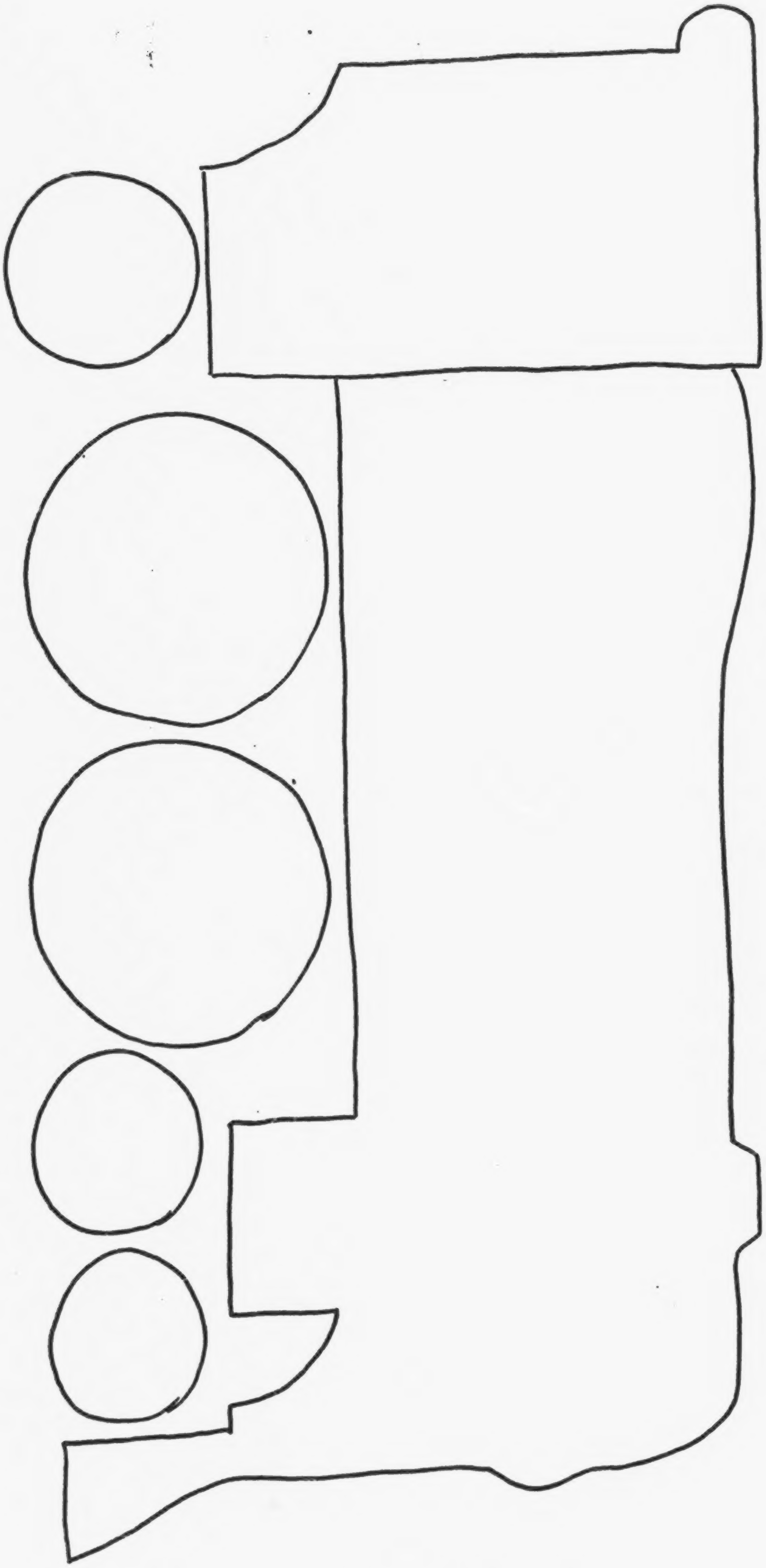


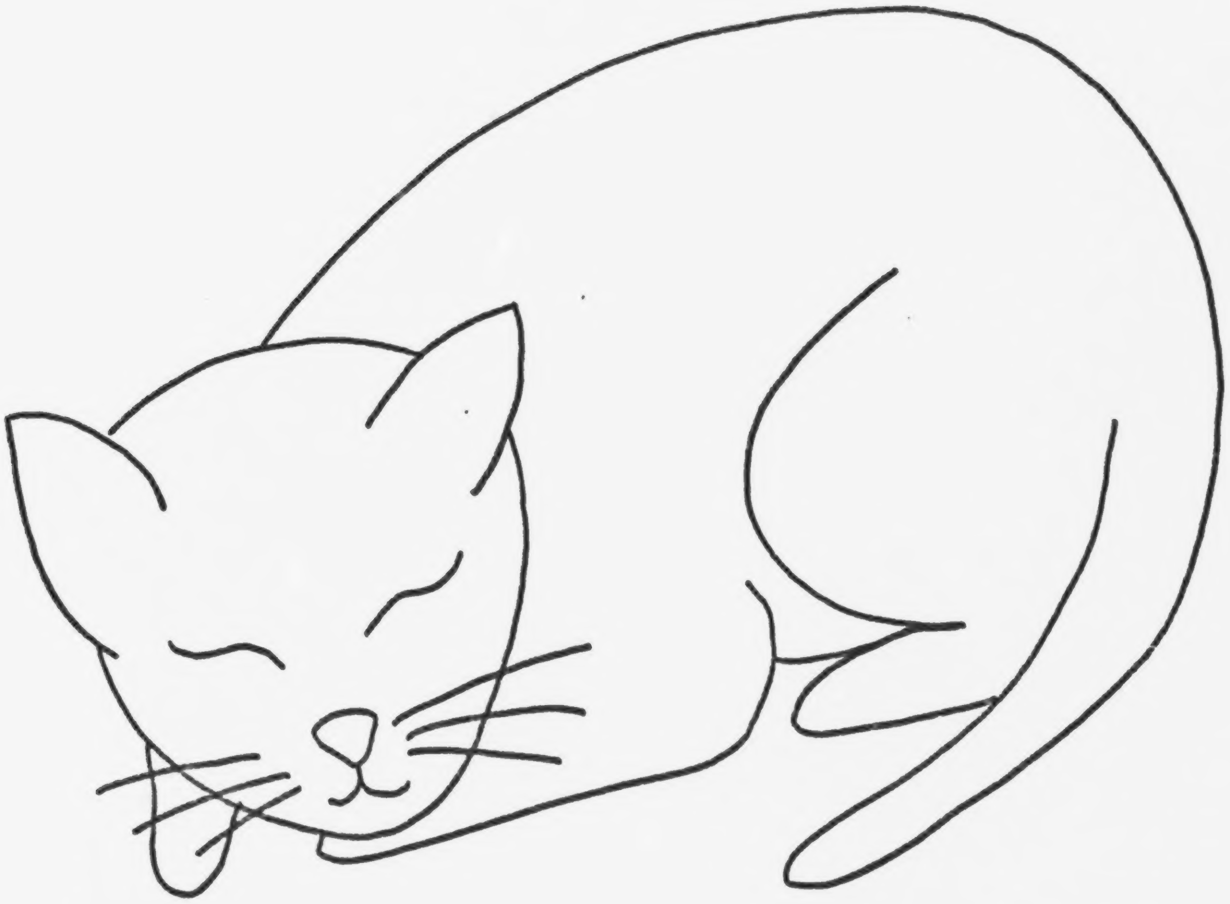


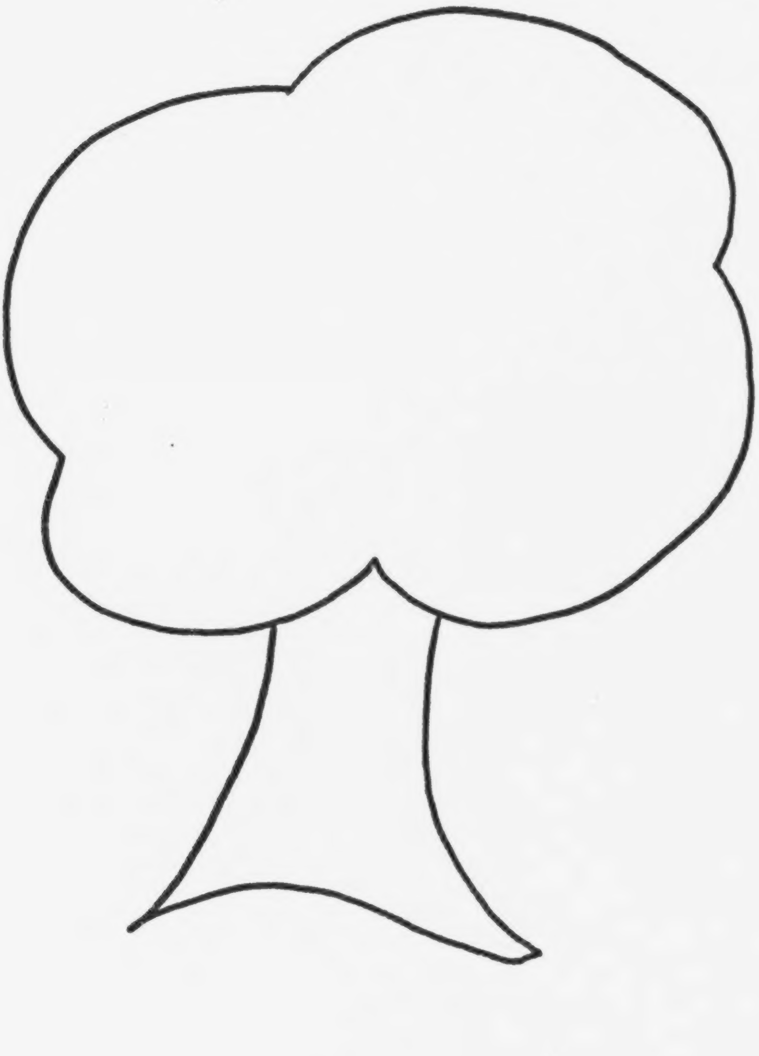


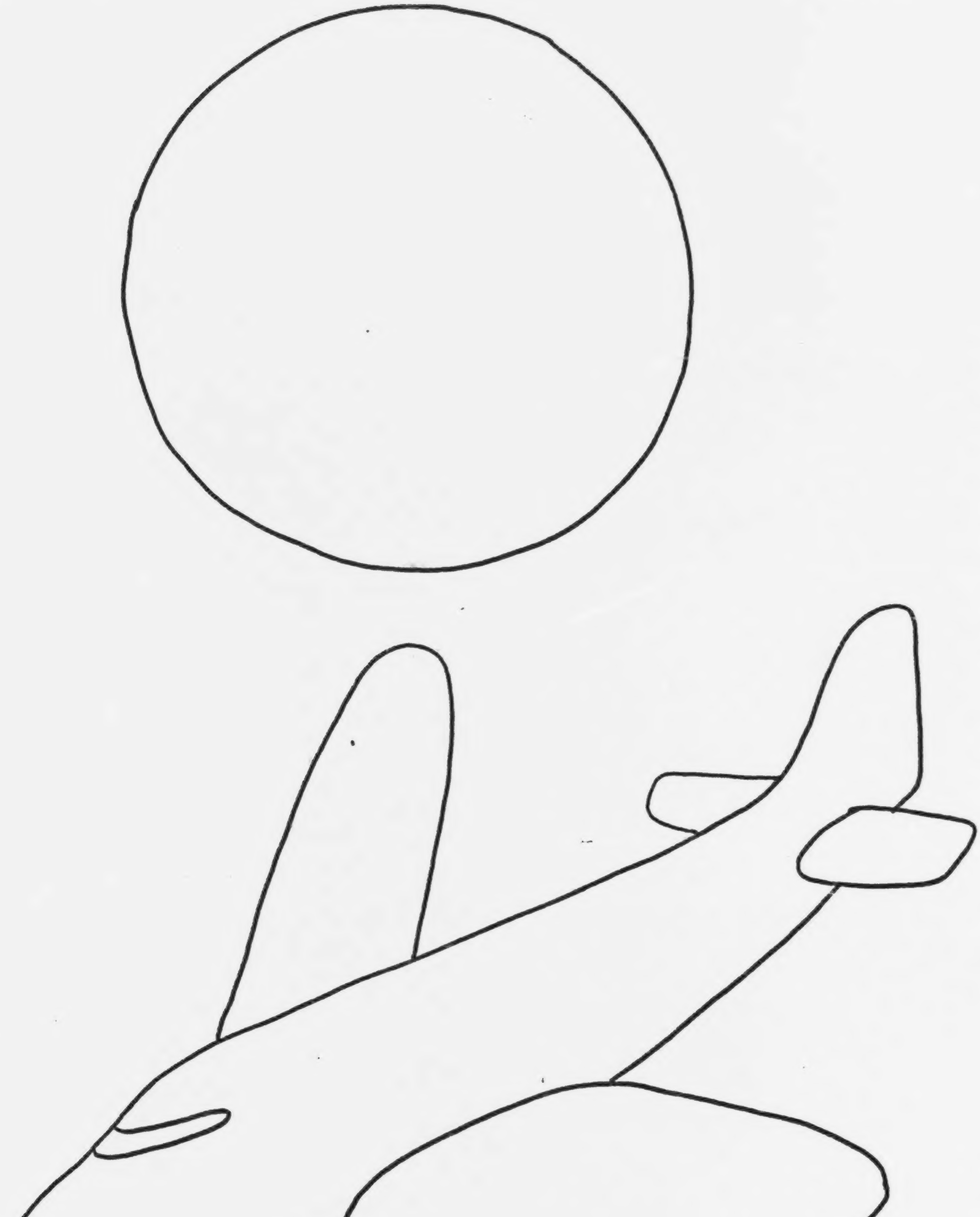


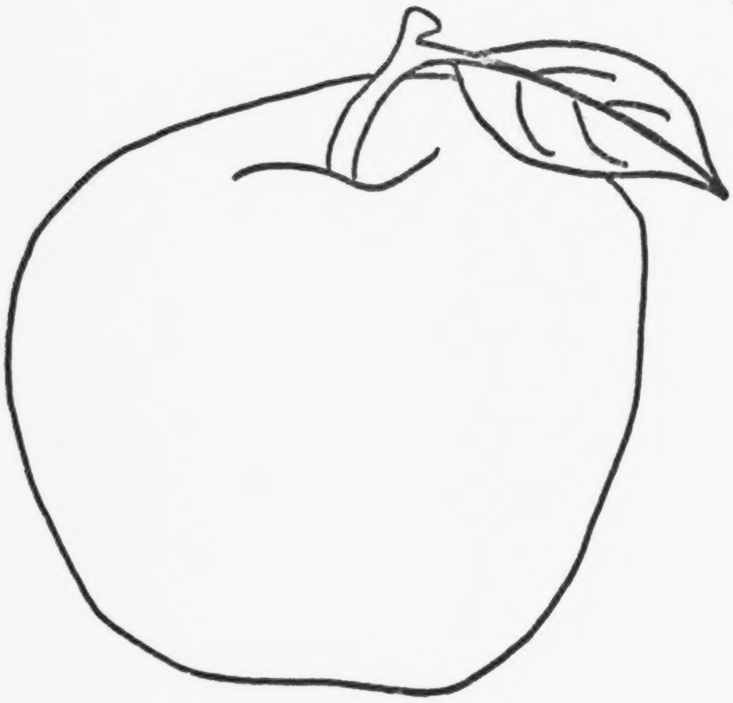


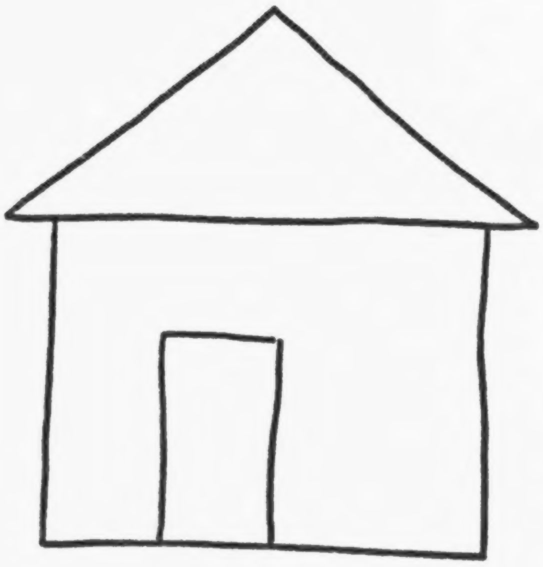


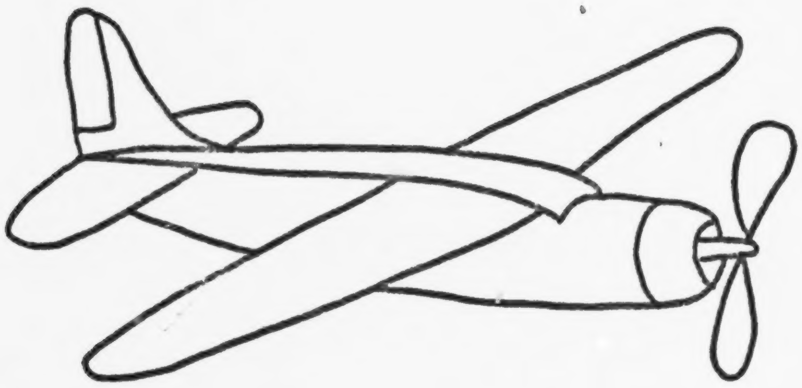


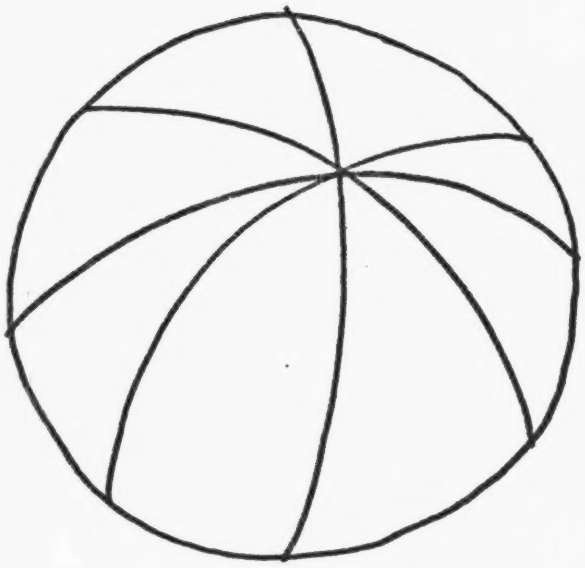


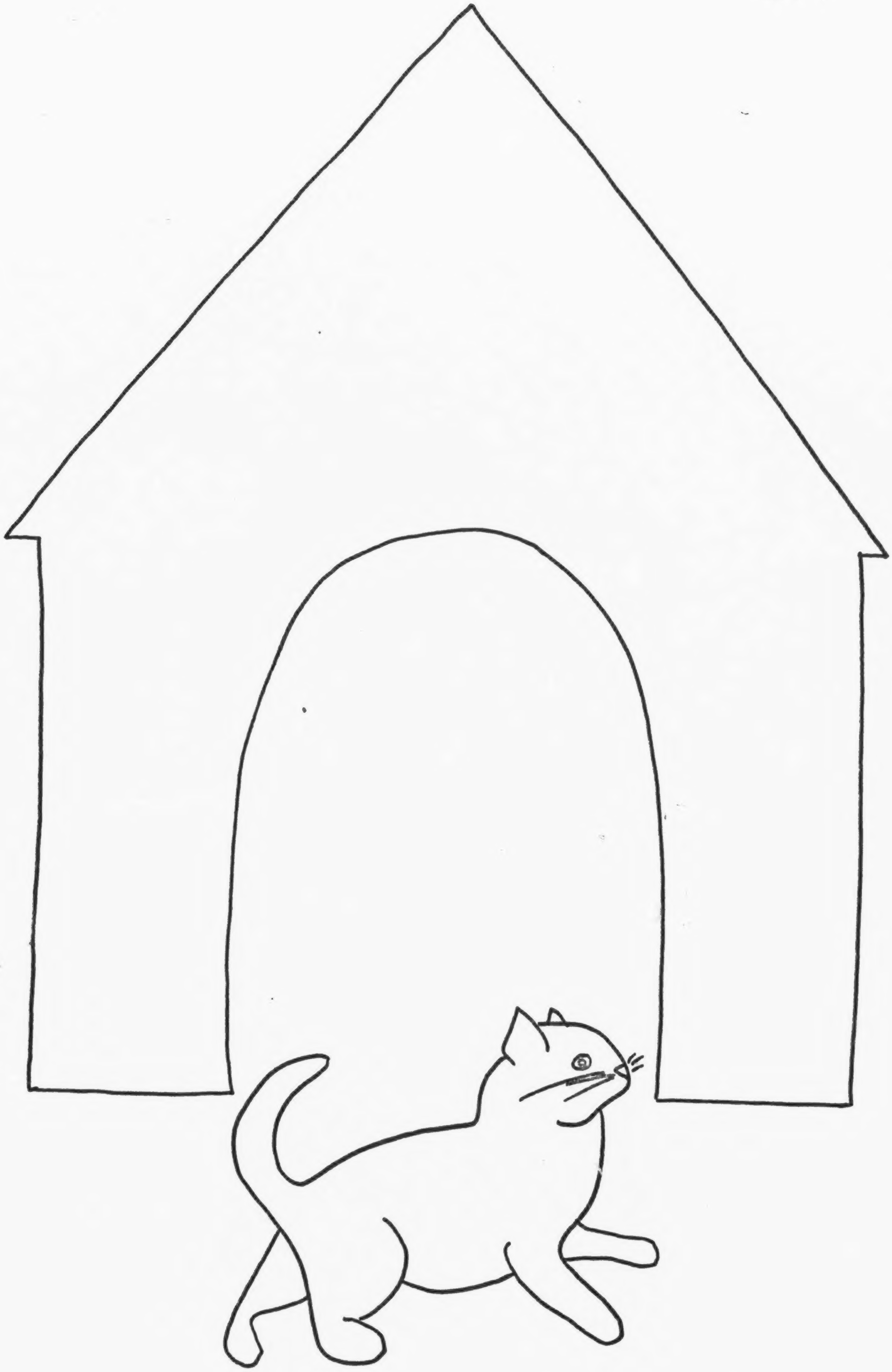


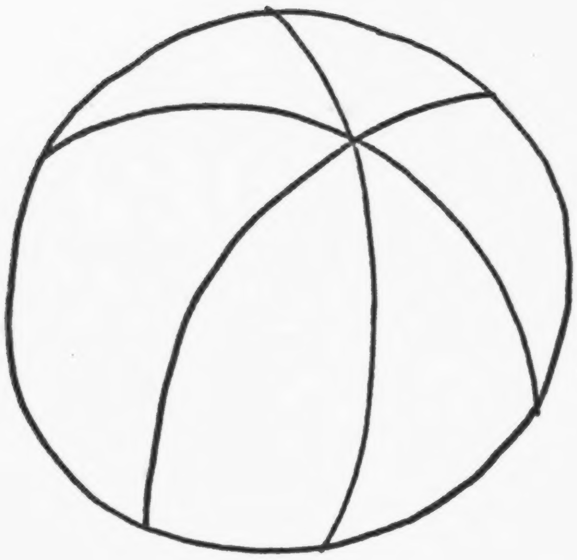


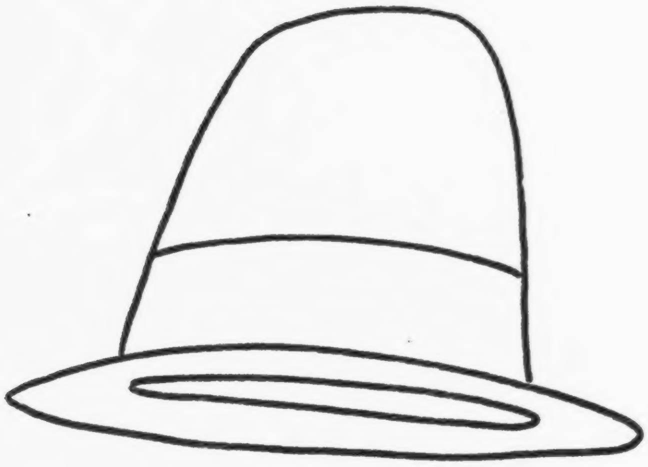


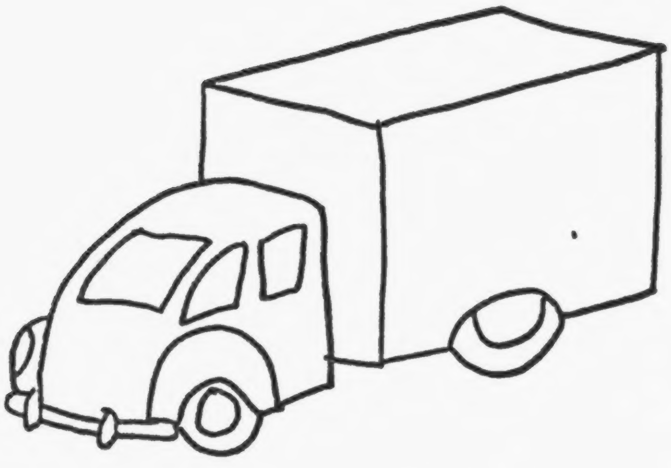


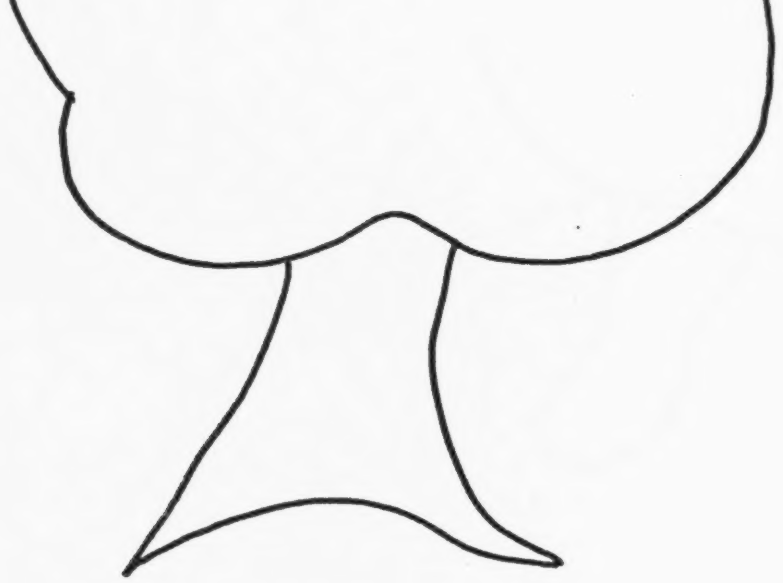


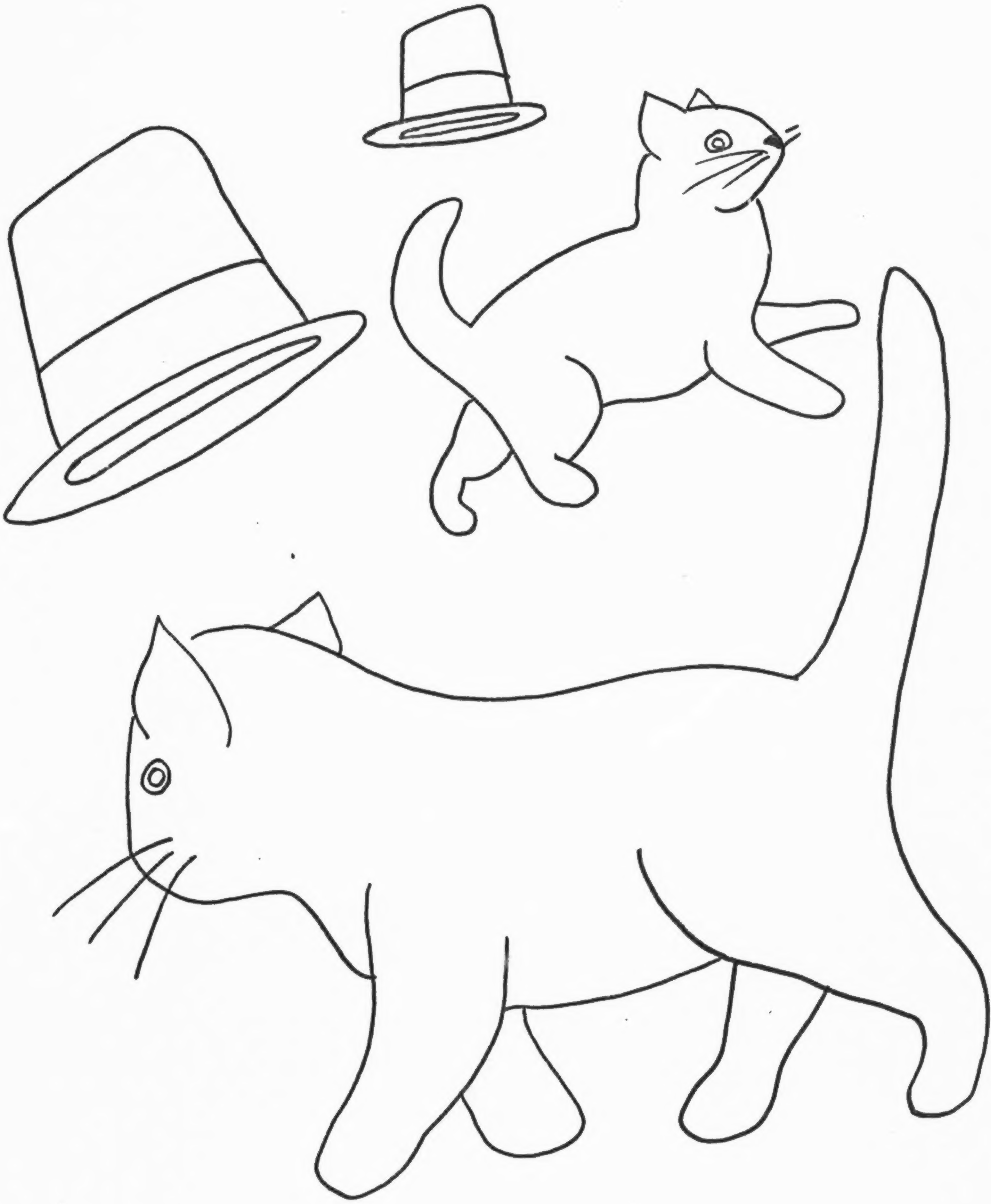


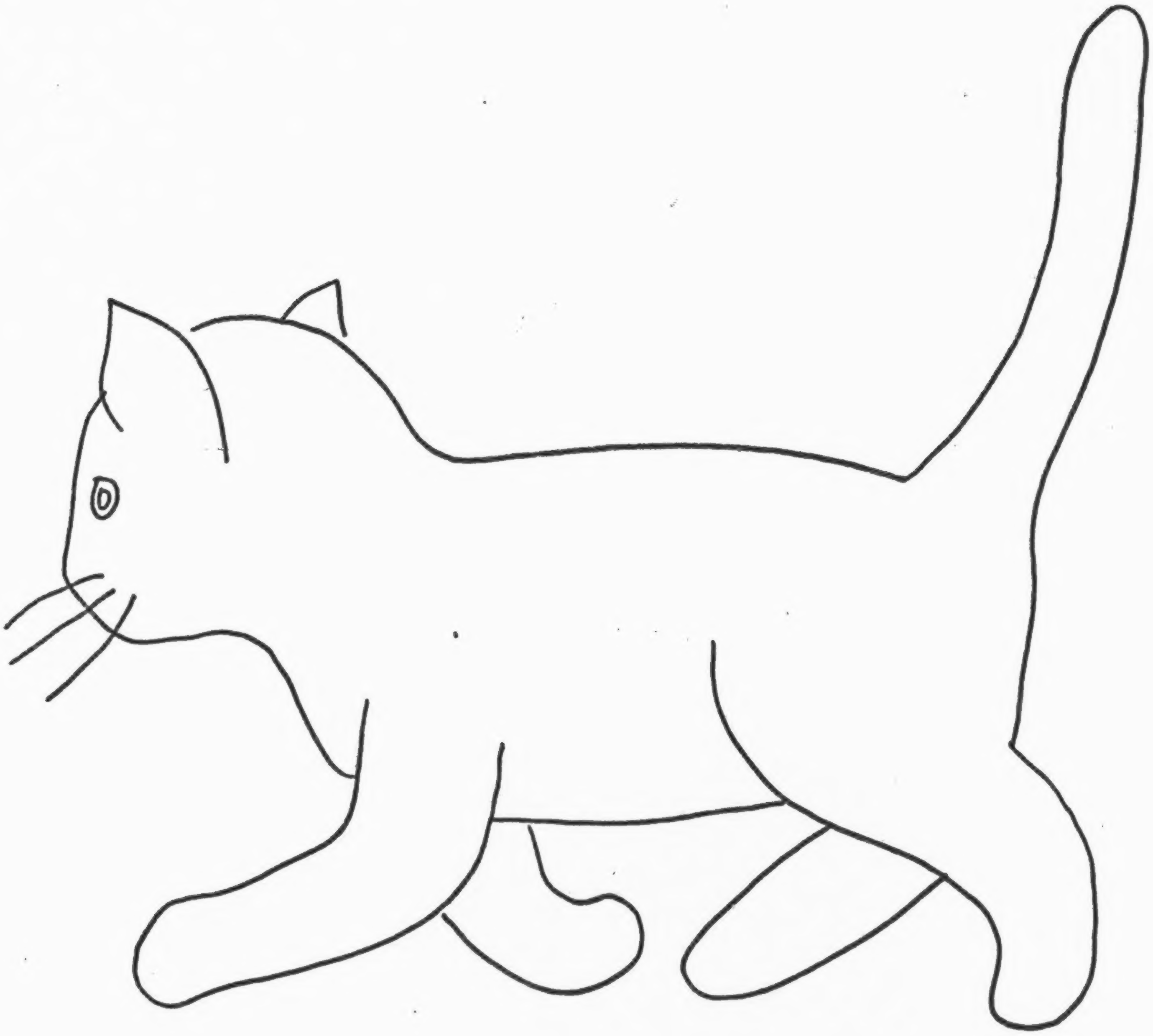


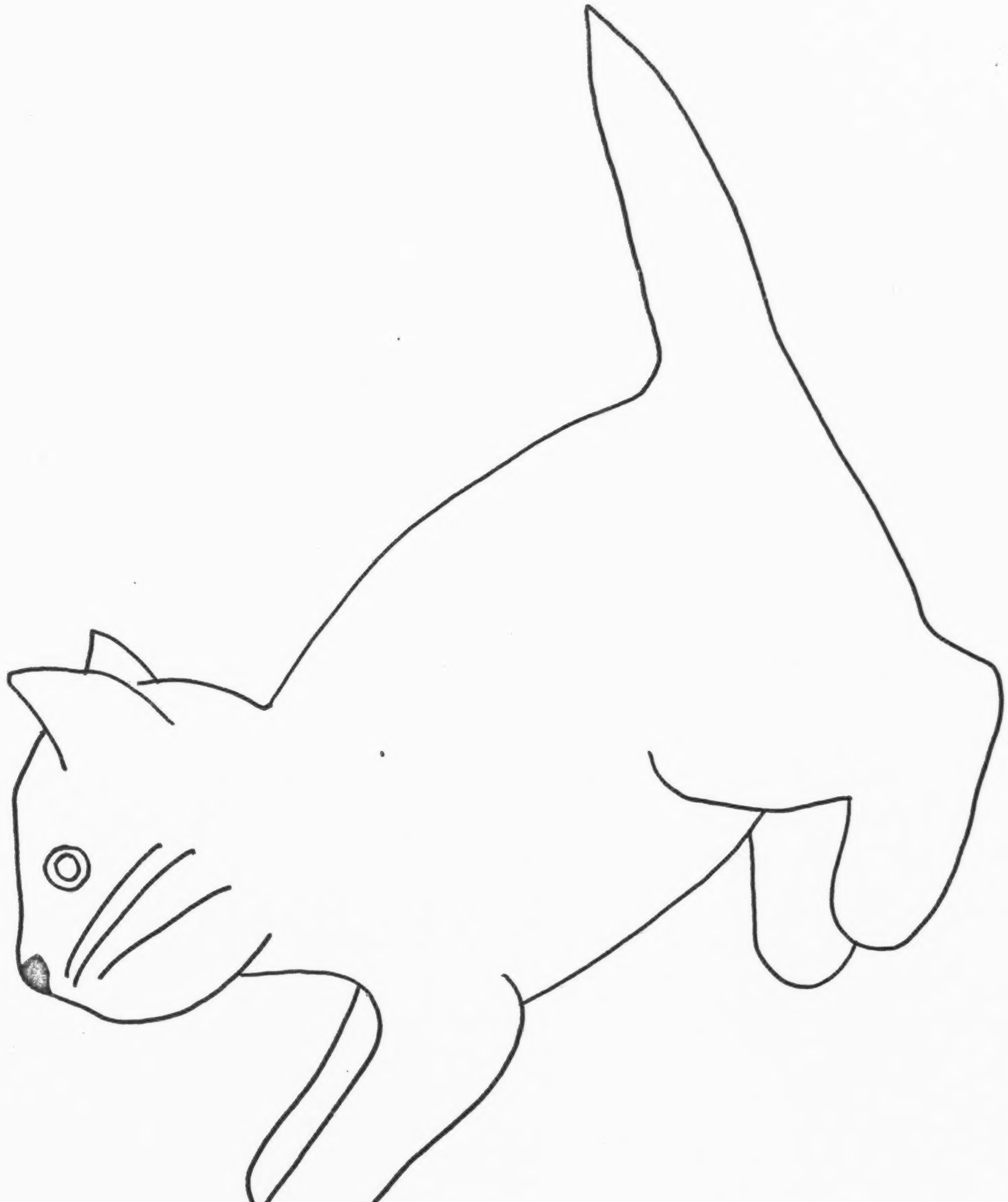




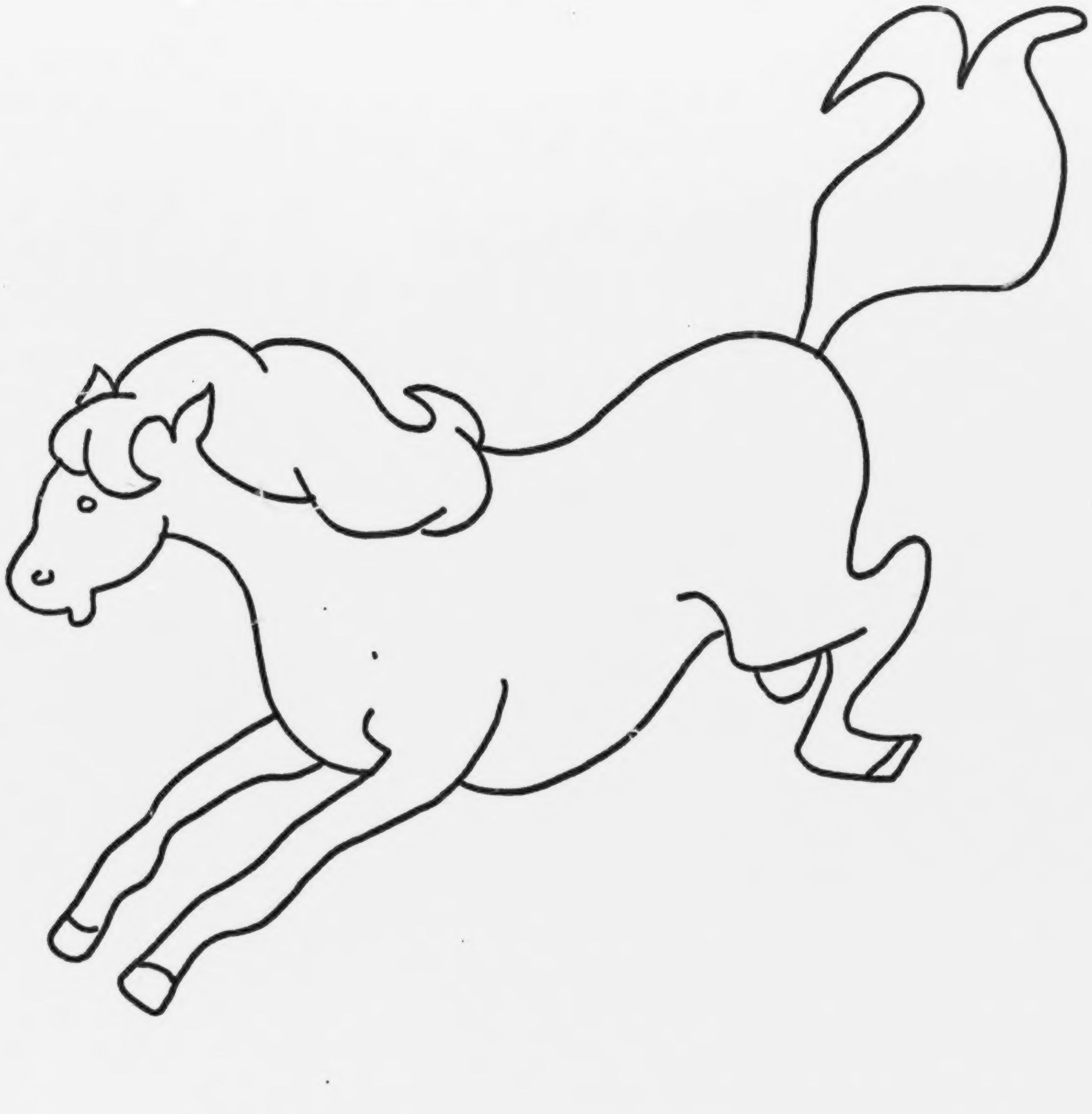


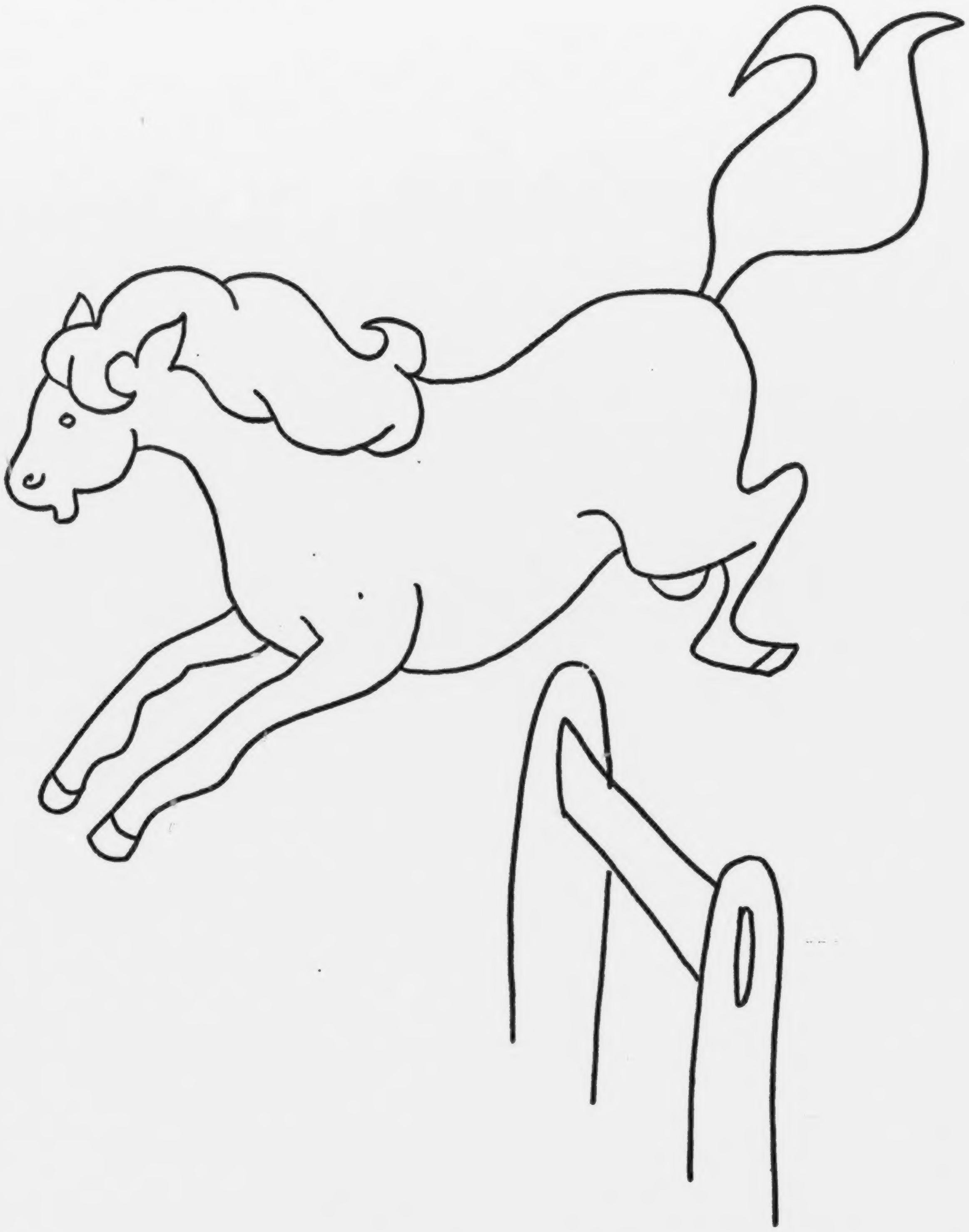


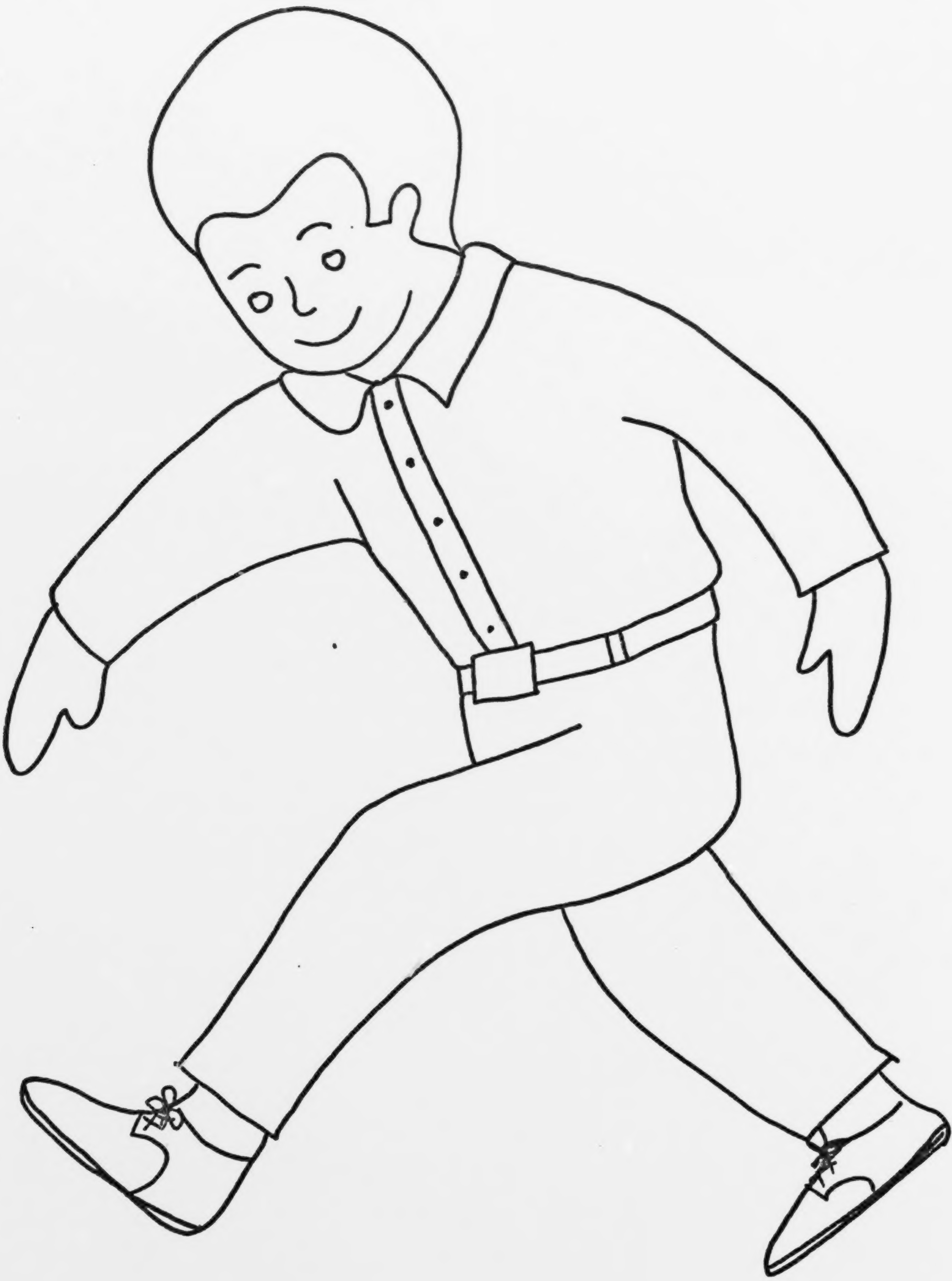


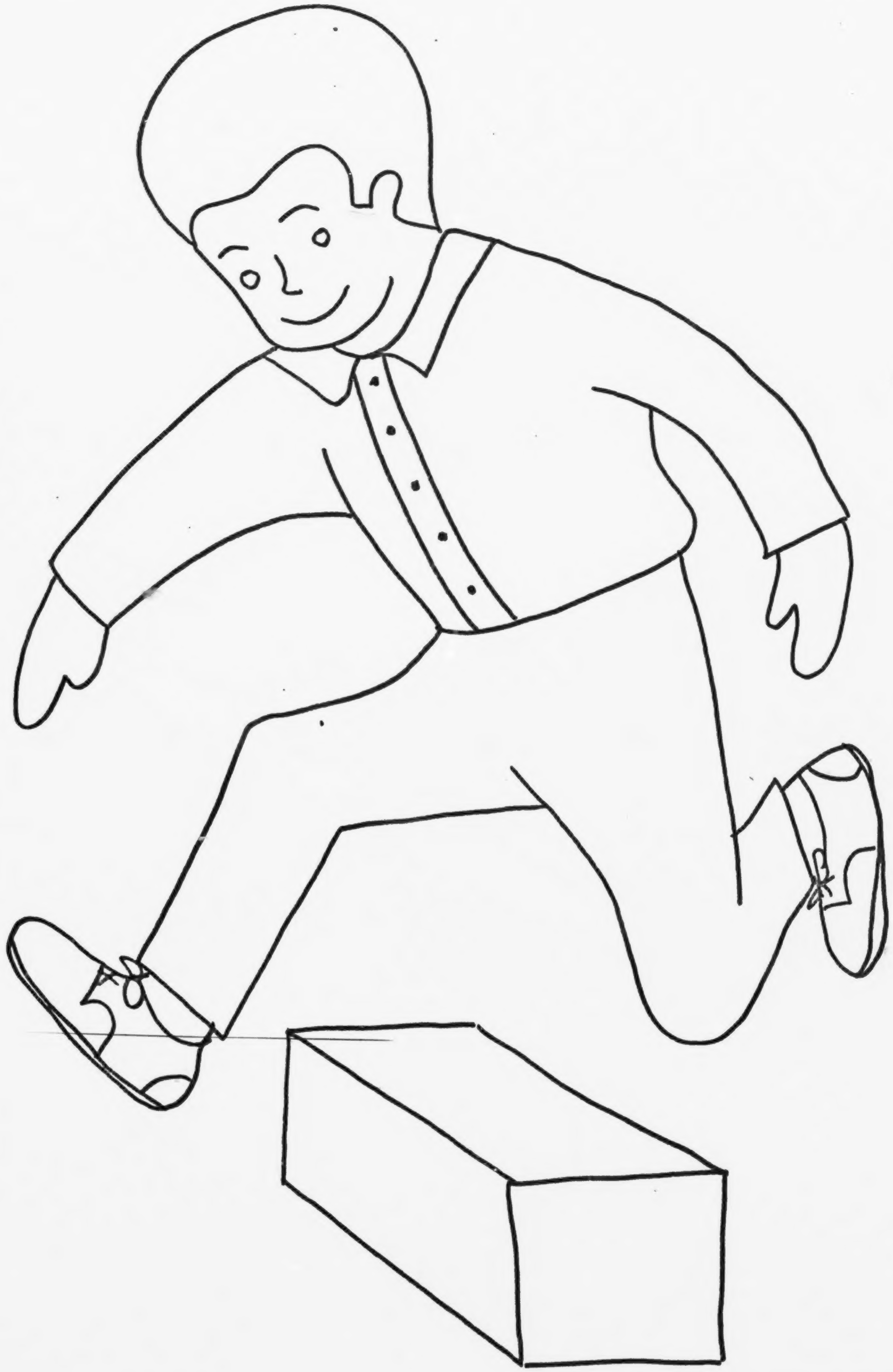


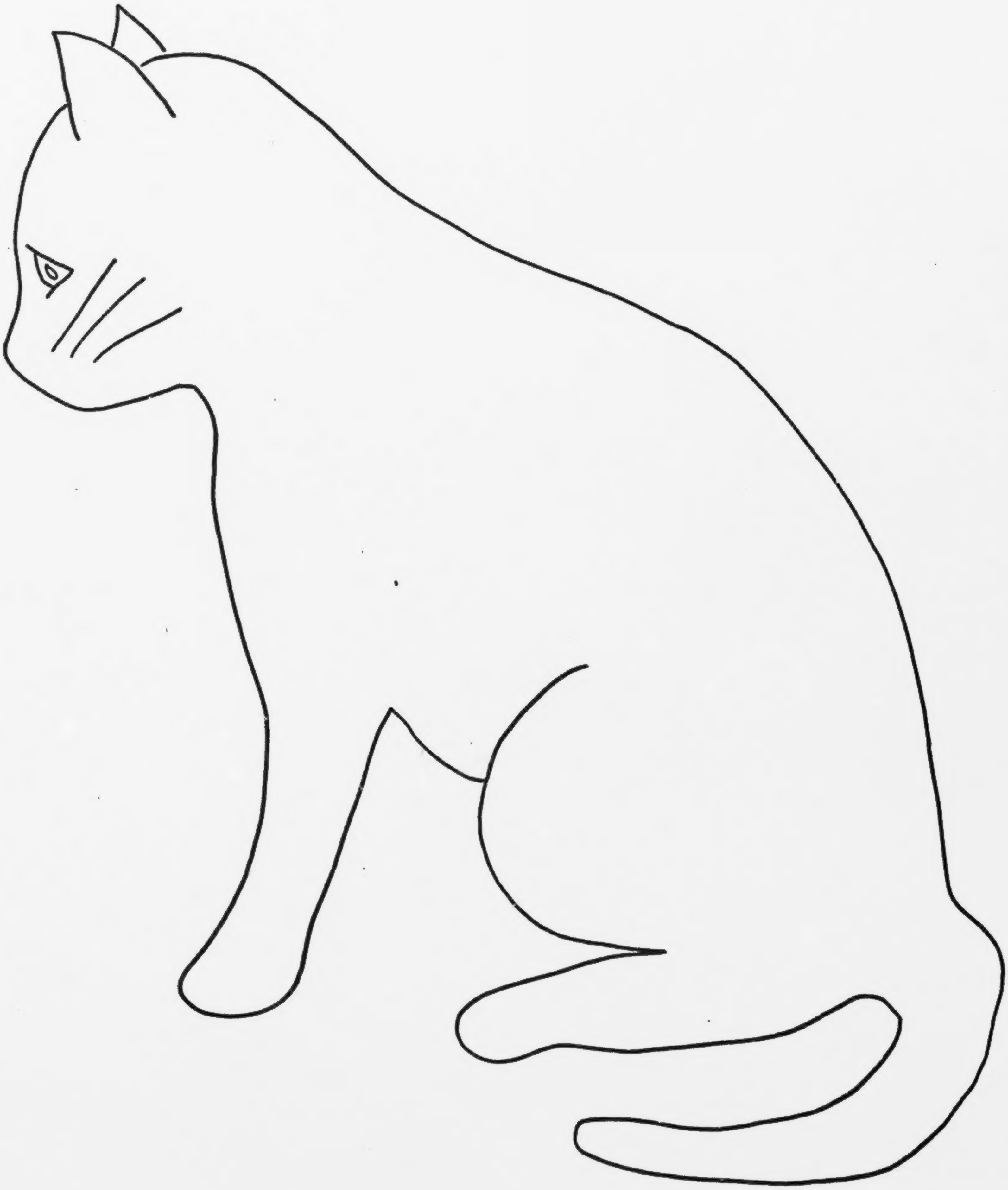
270

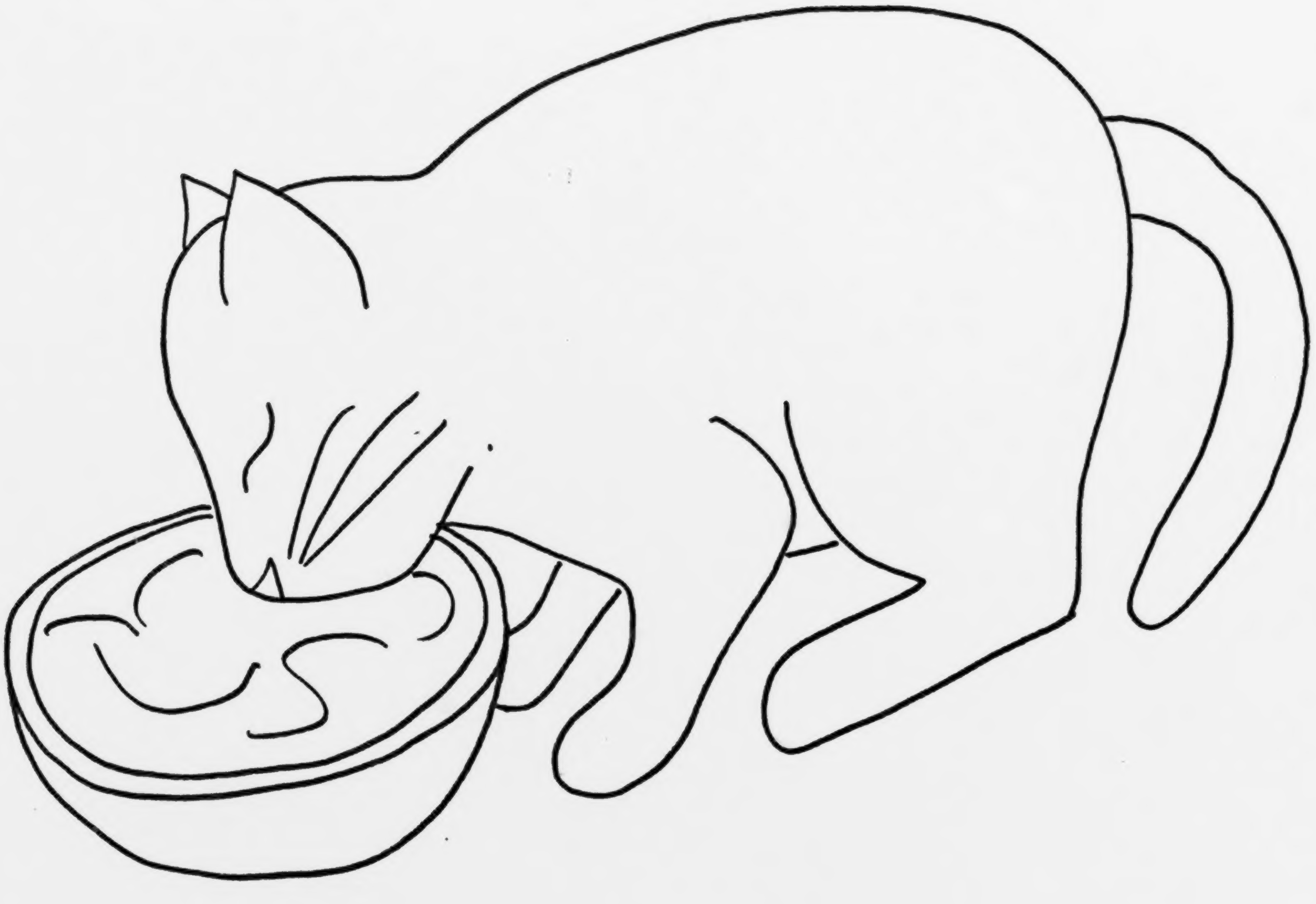


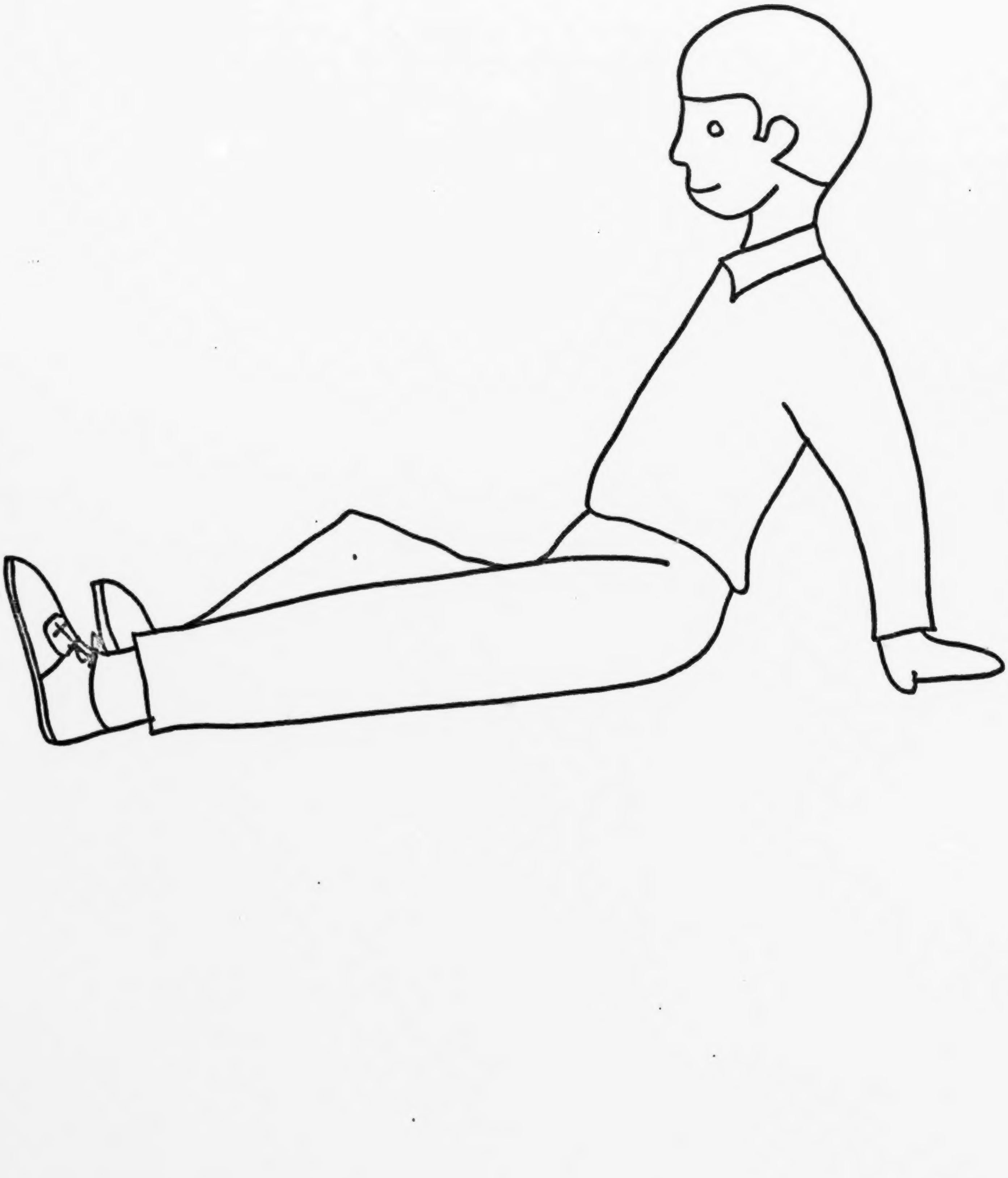


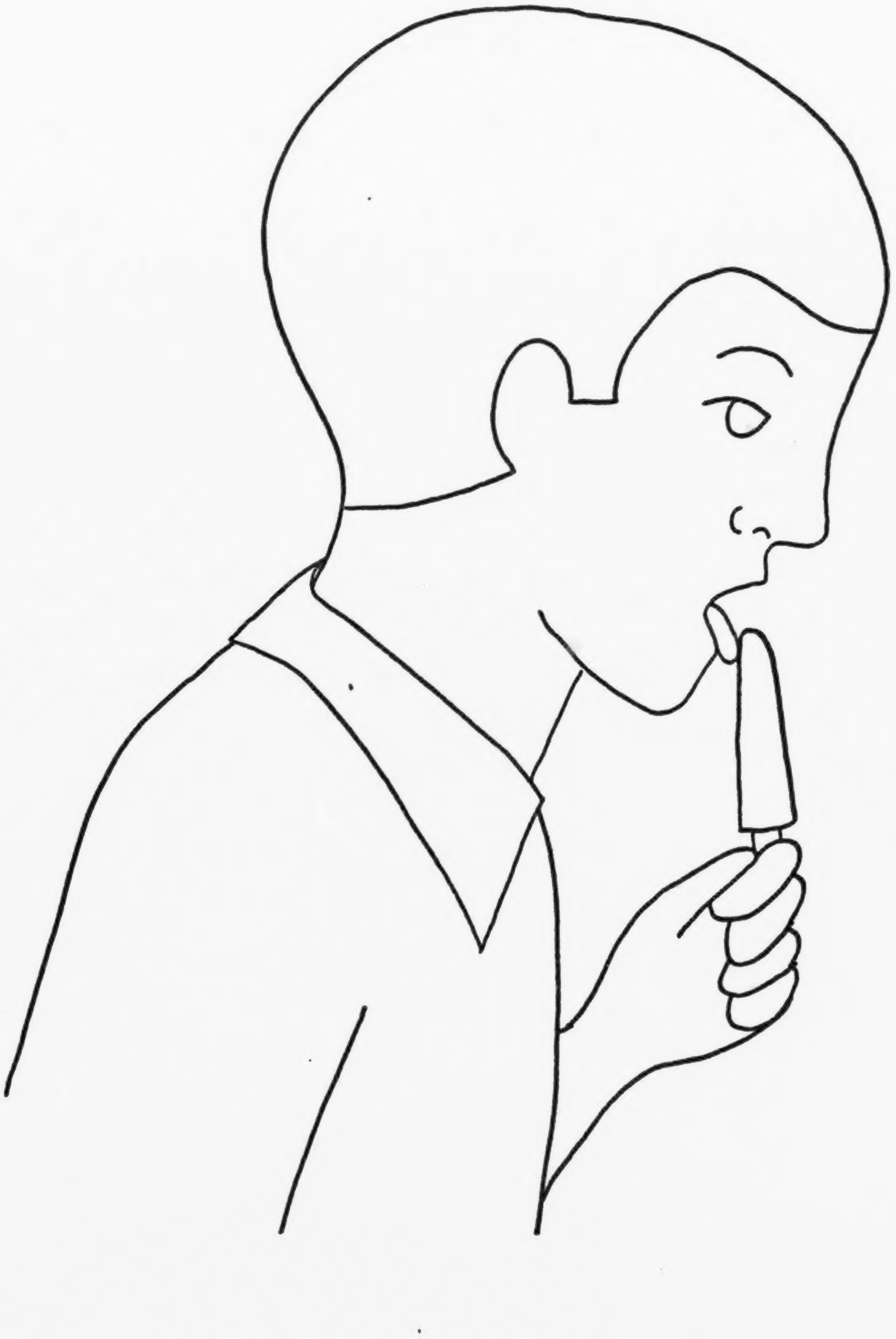


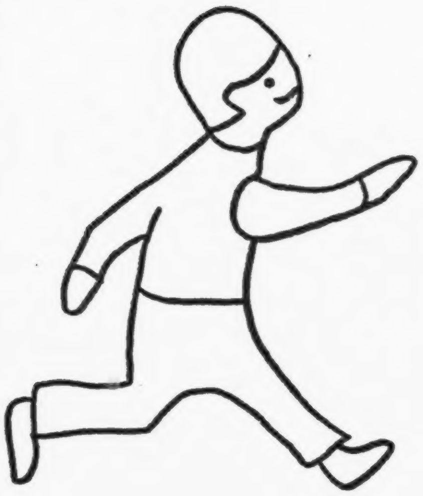


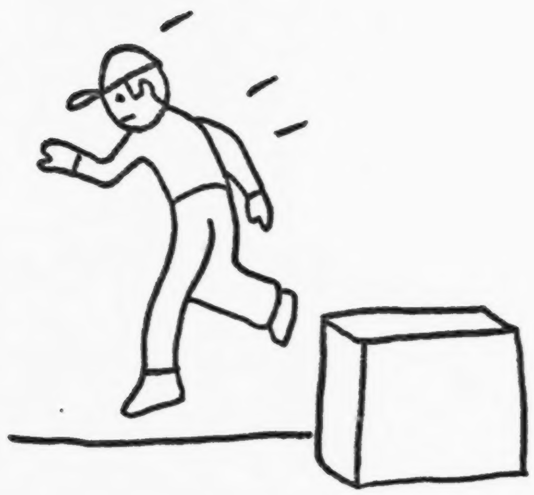


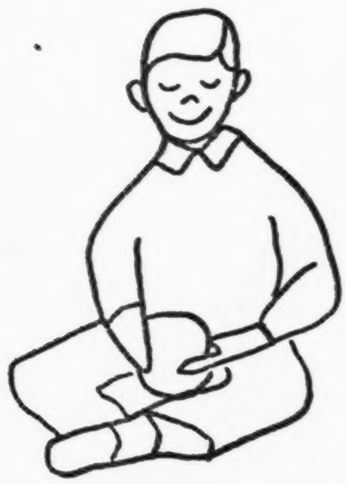


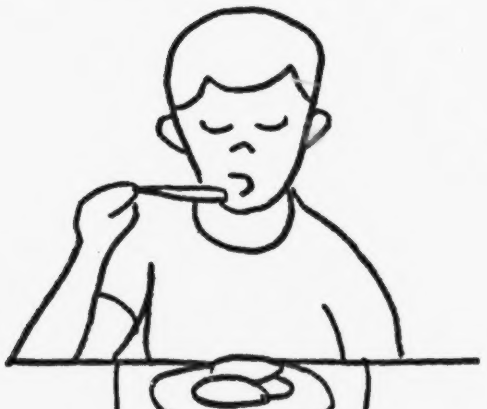


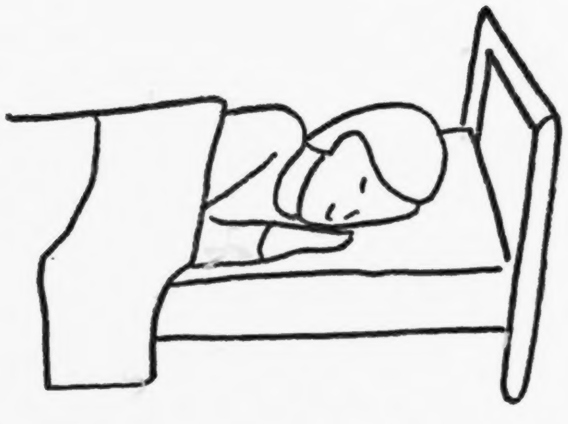


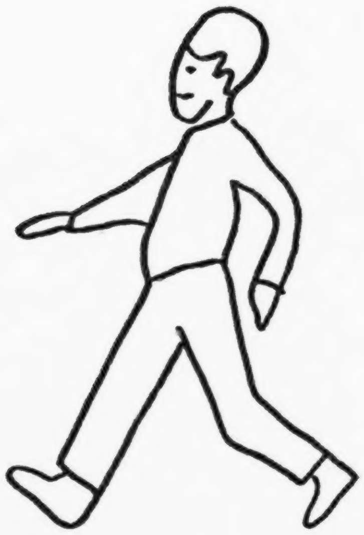


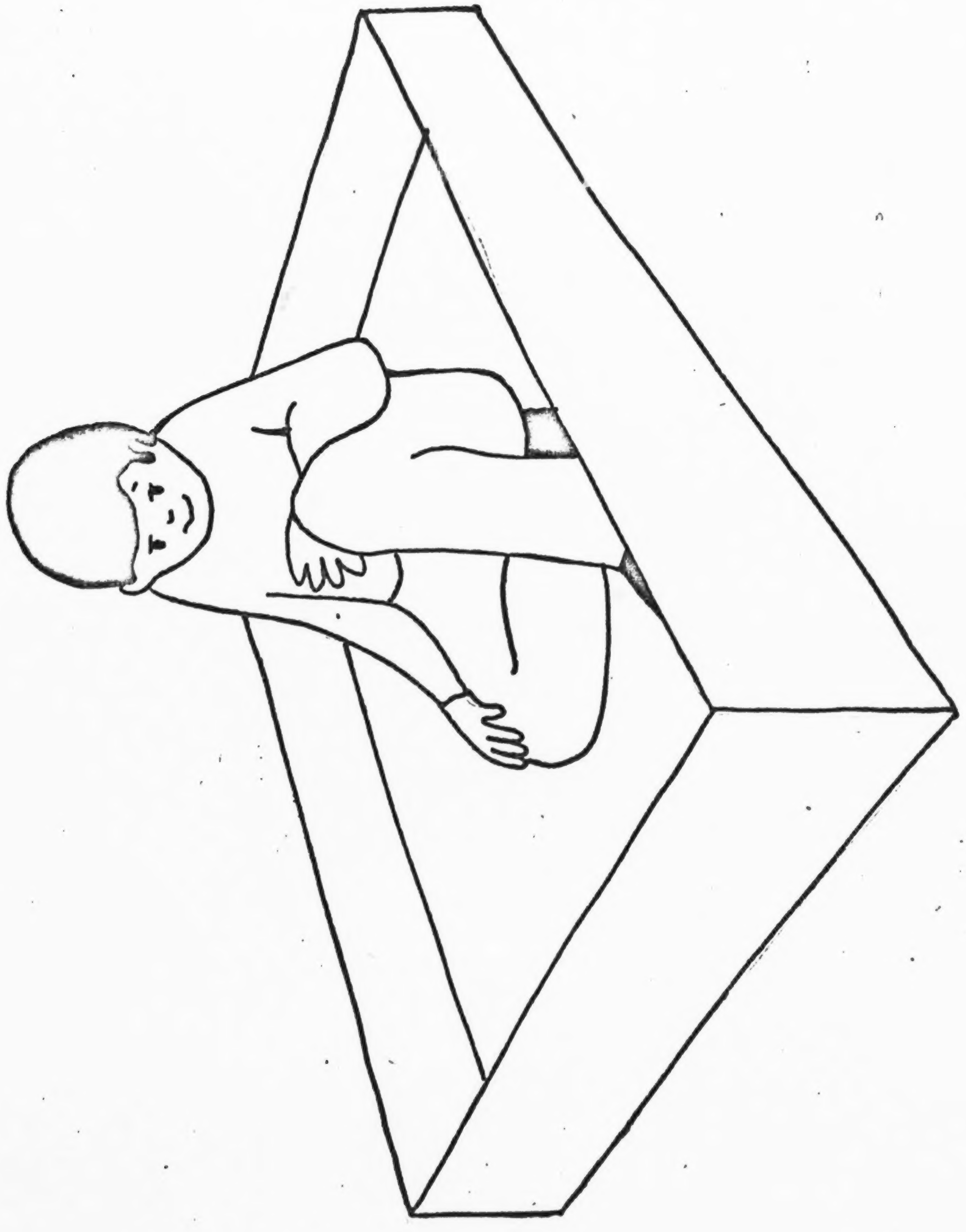


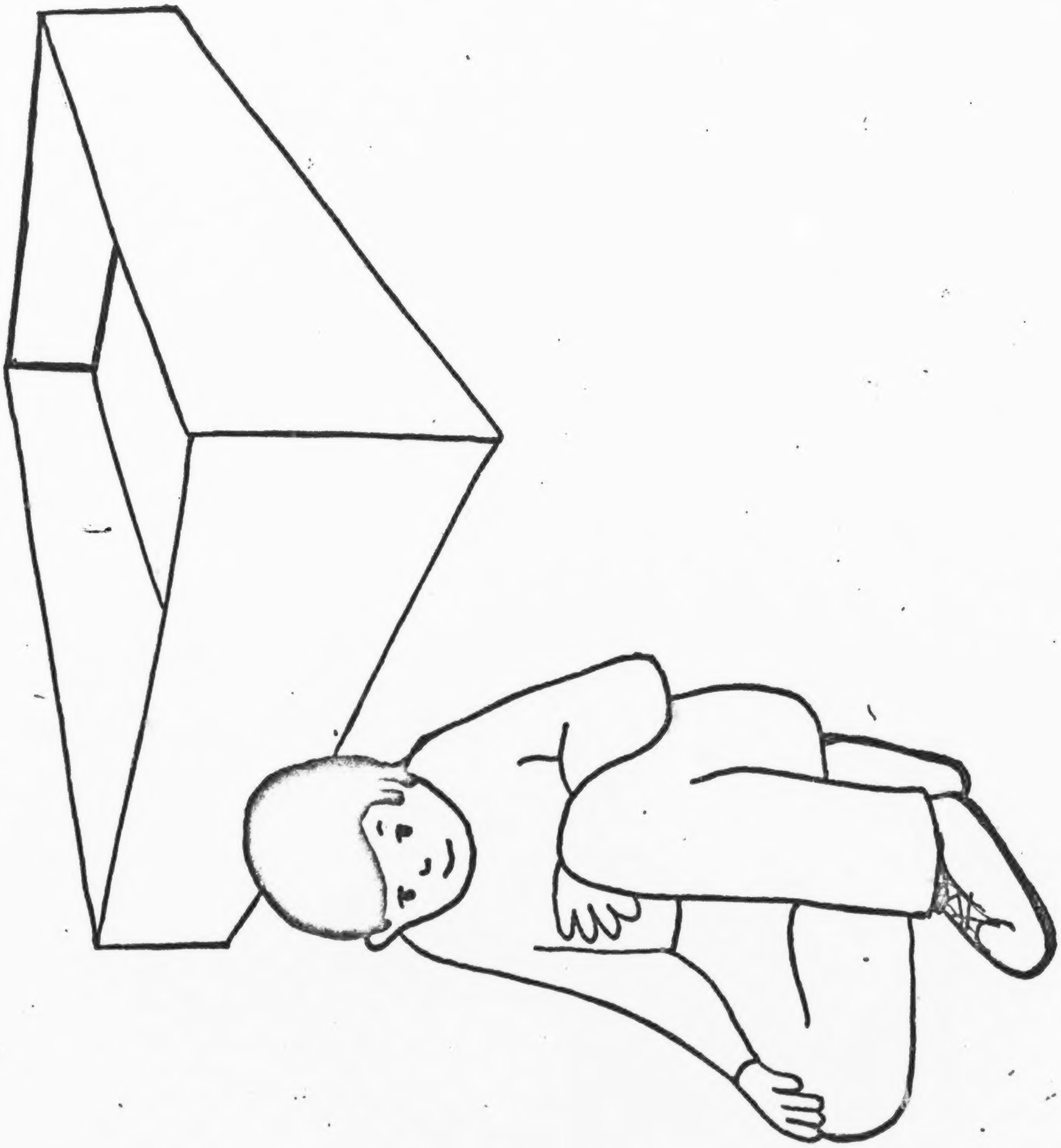


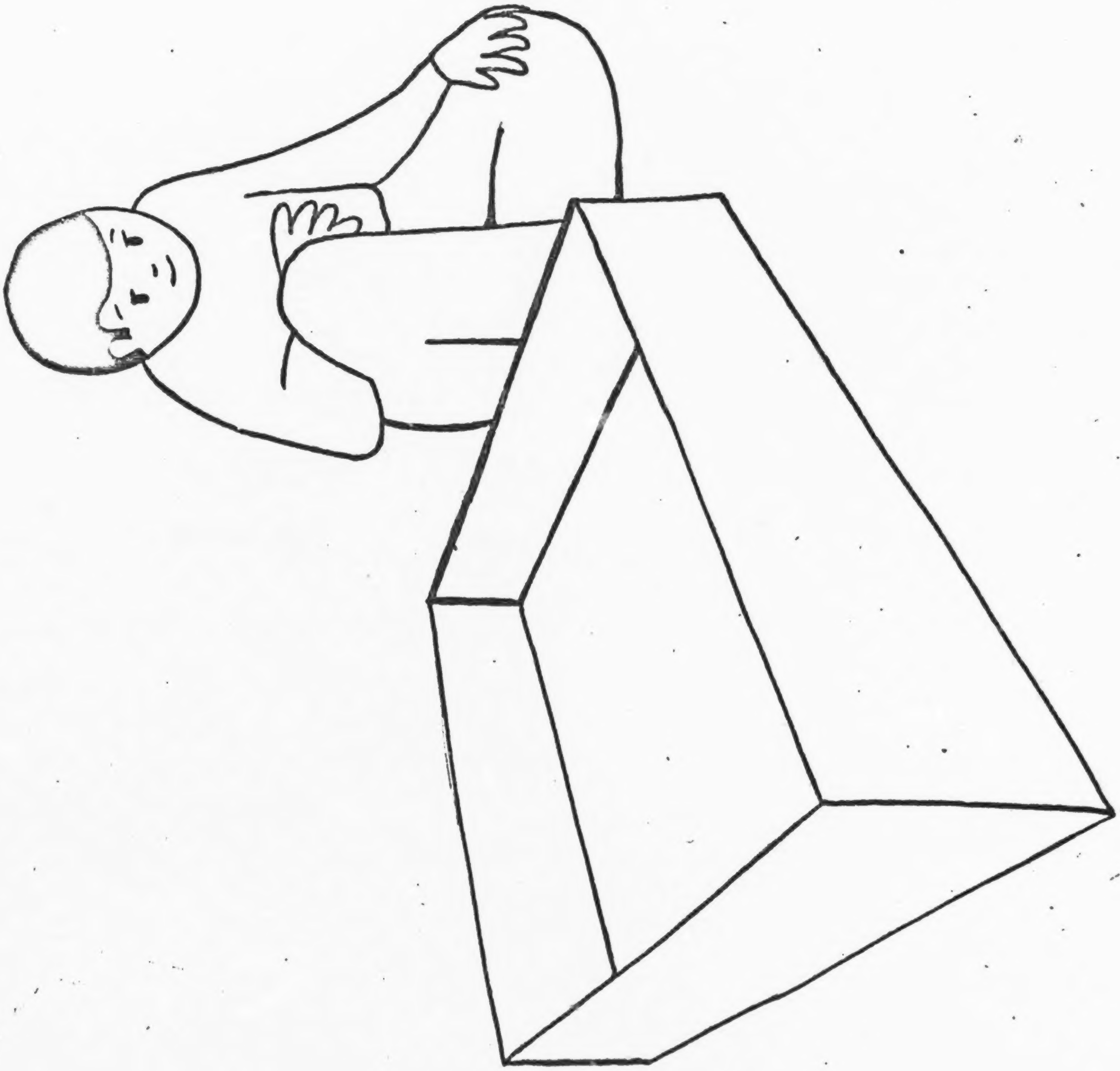


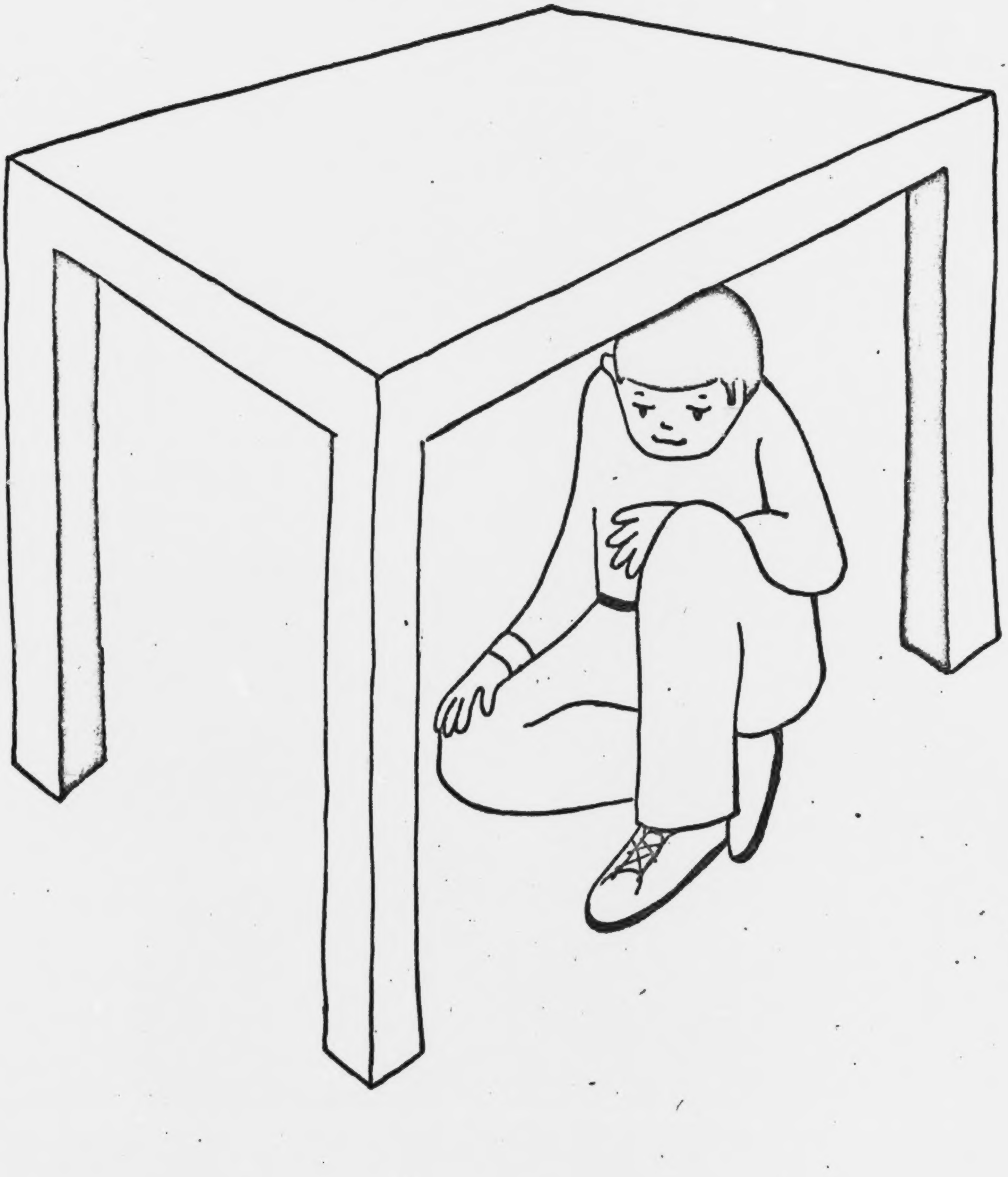


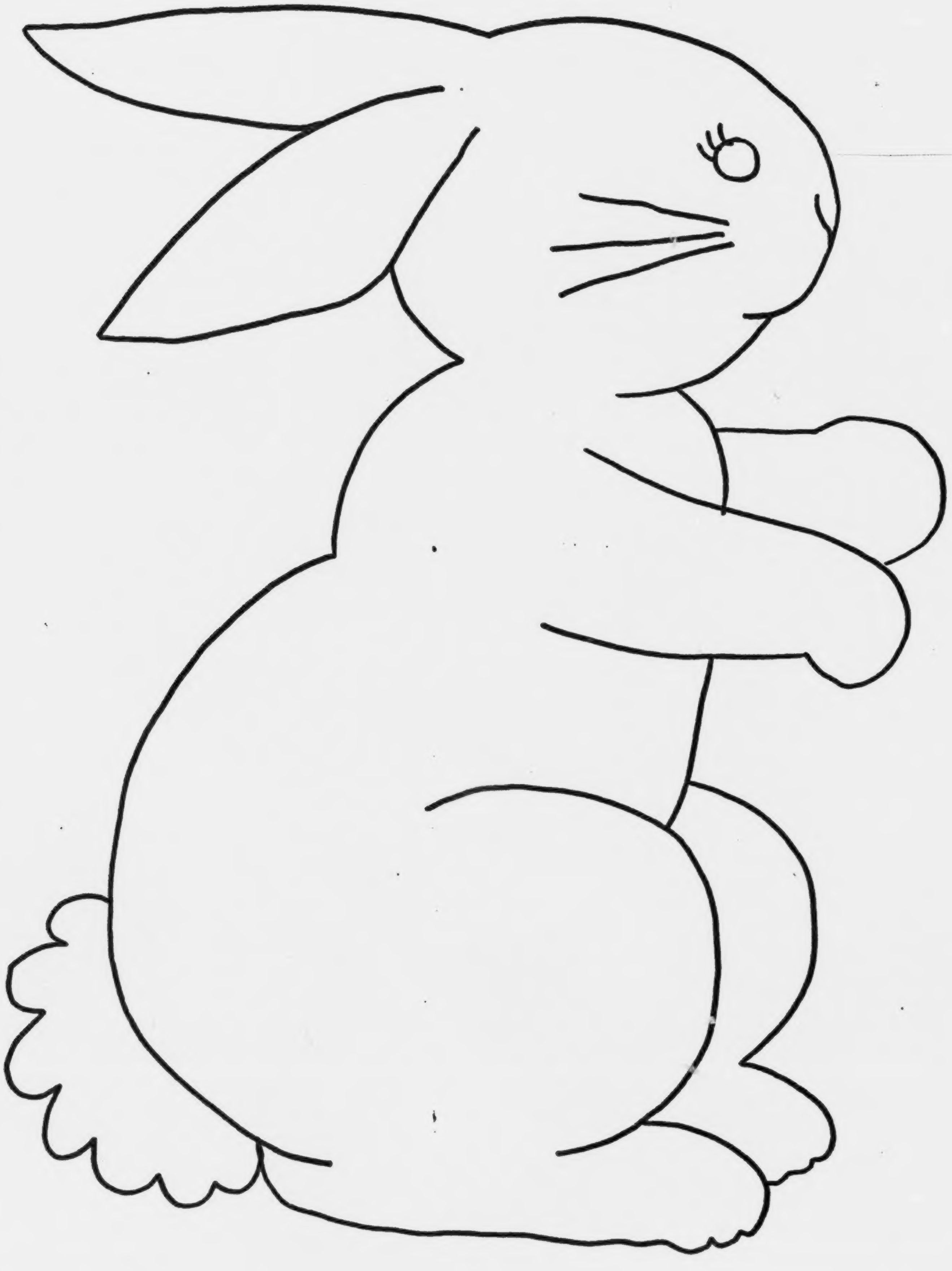


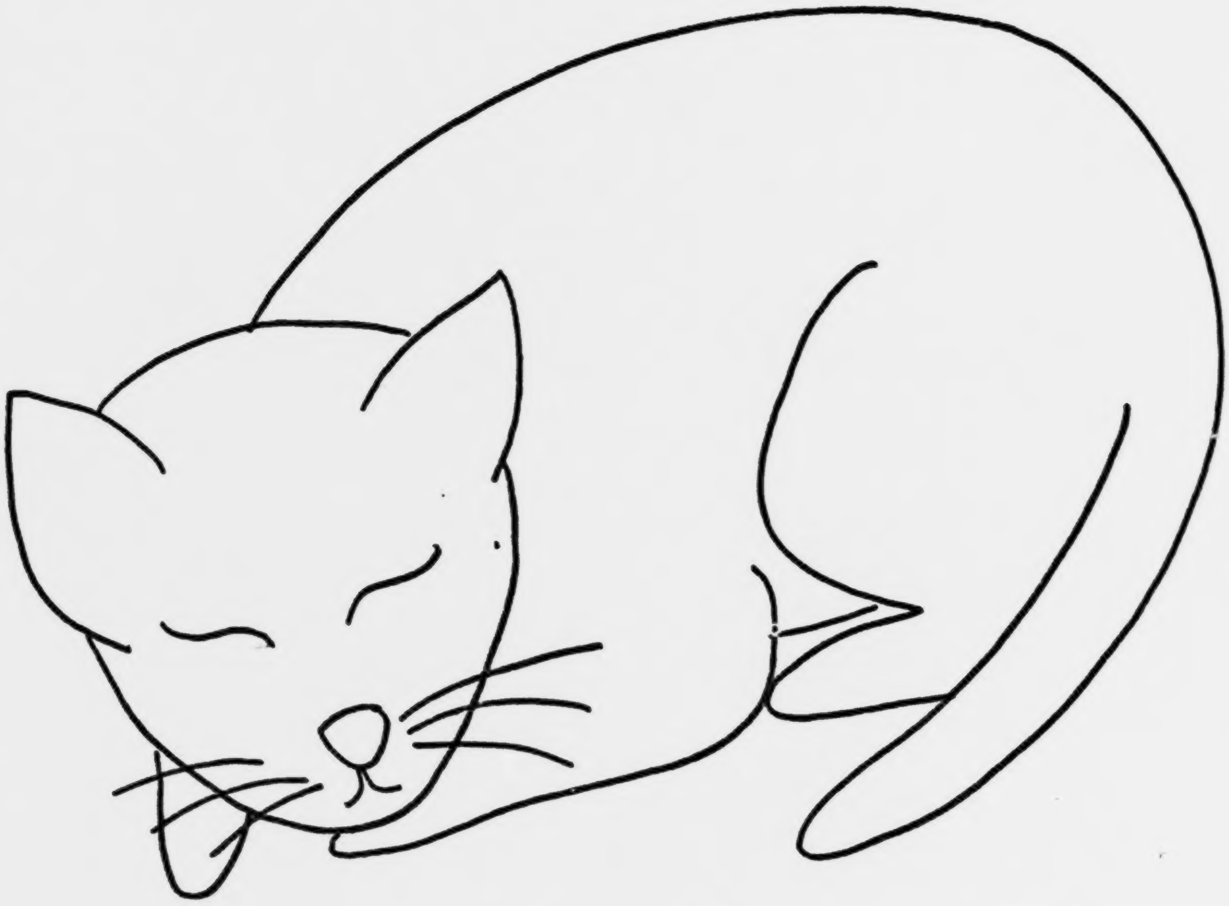


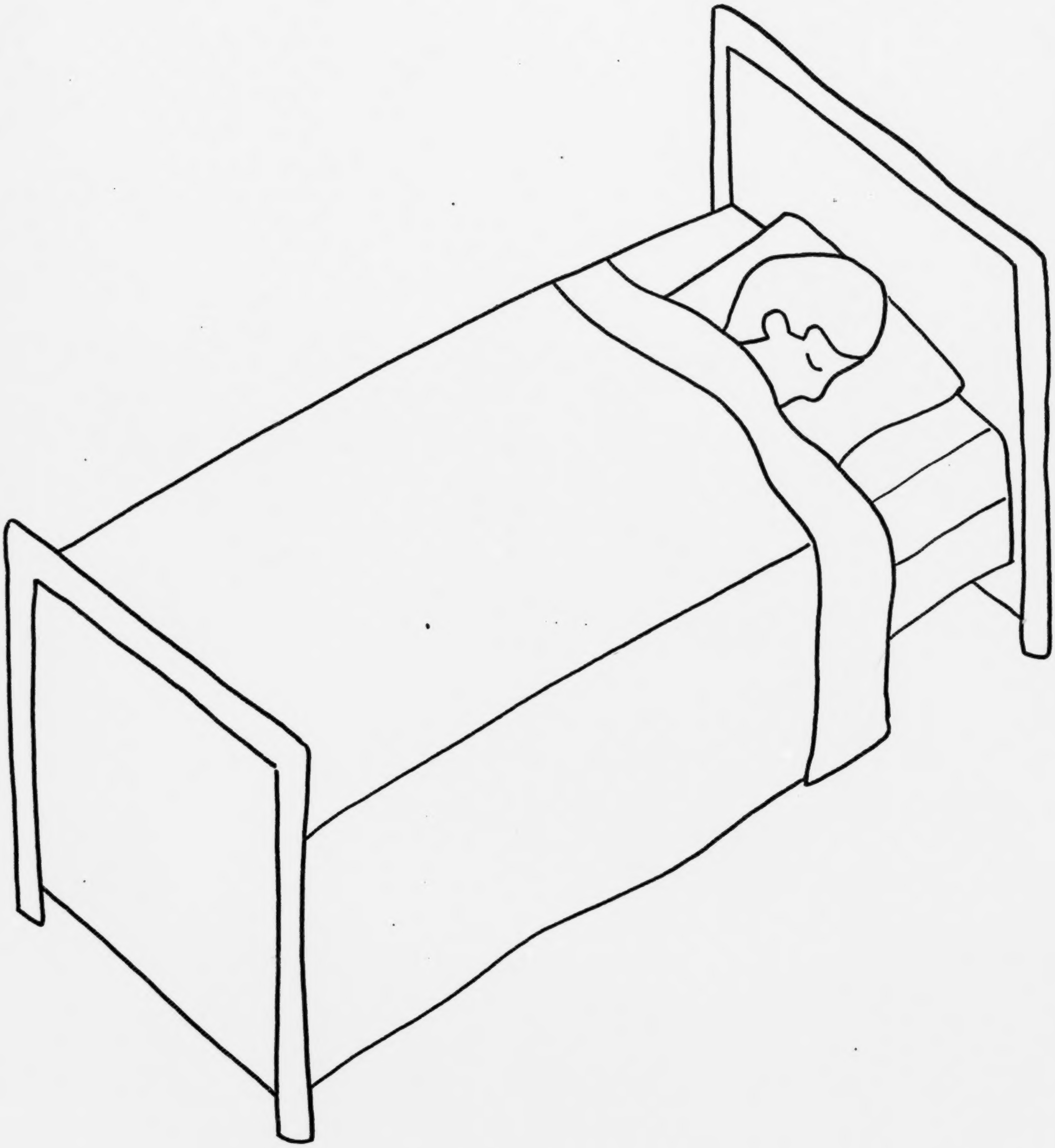


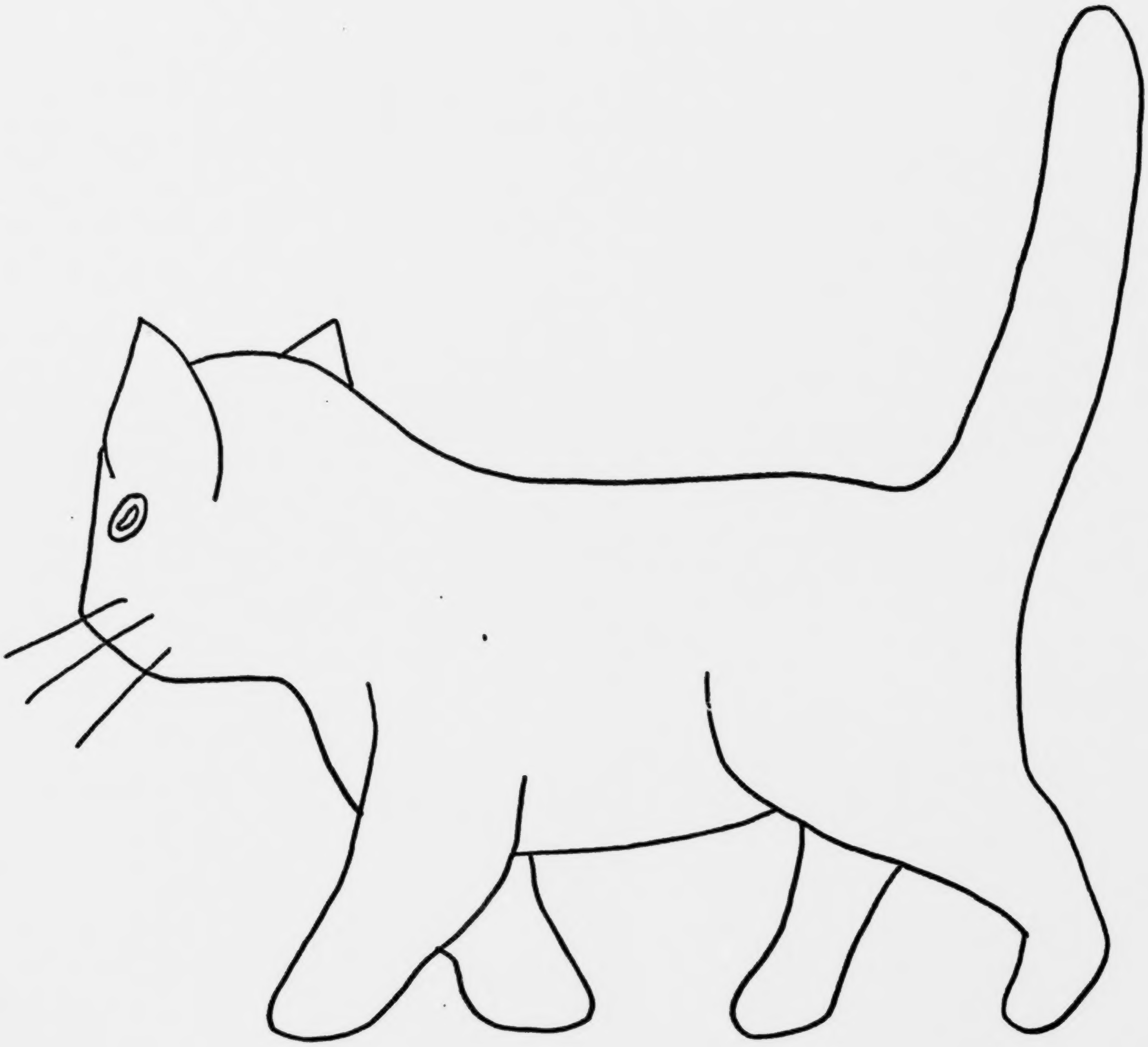


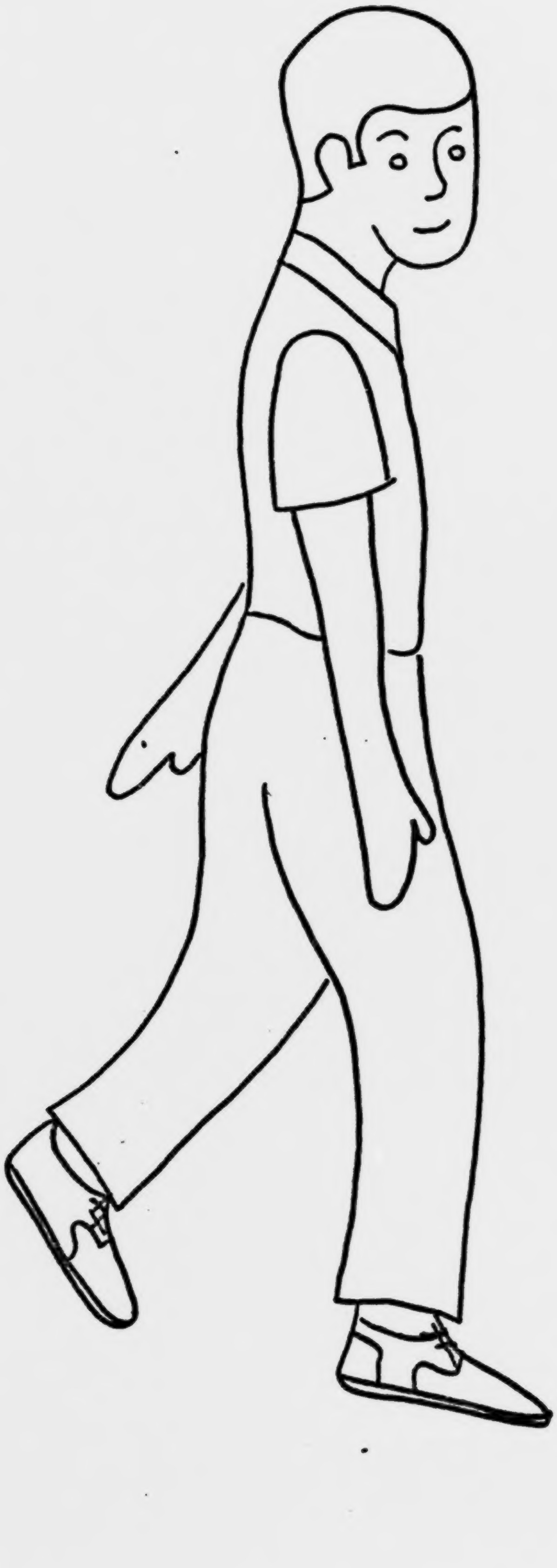




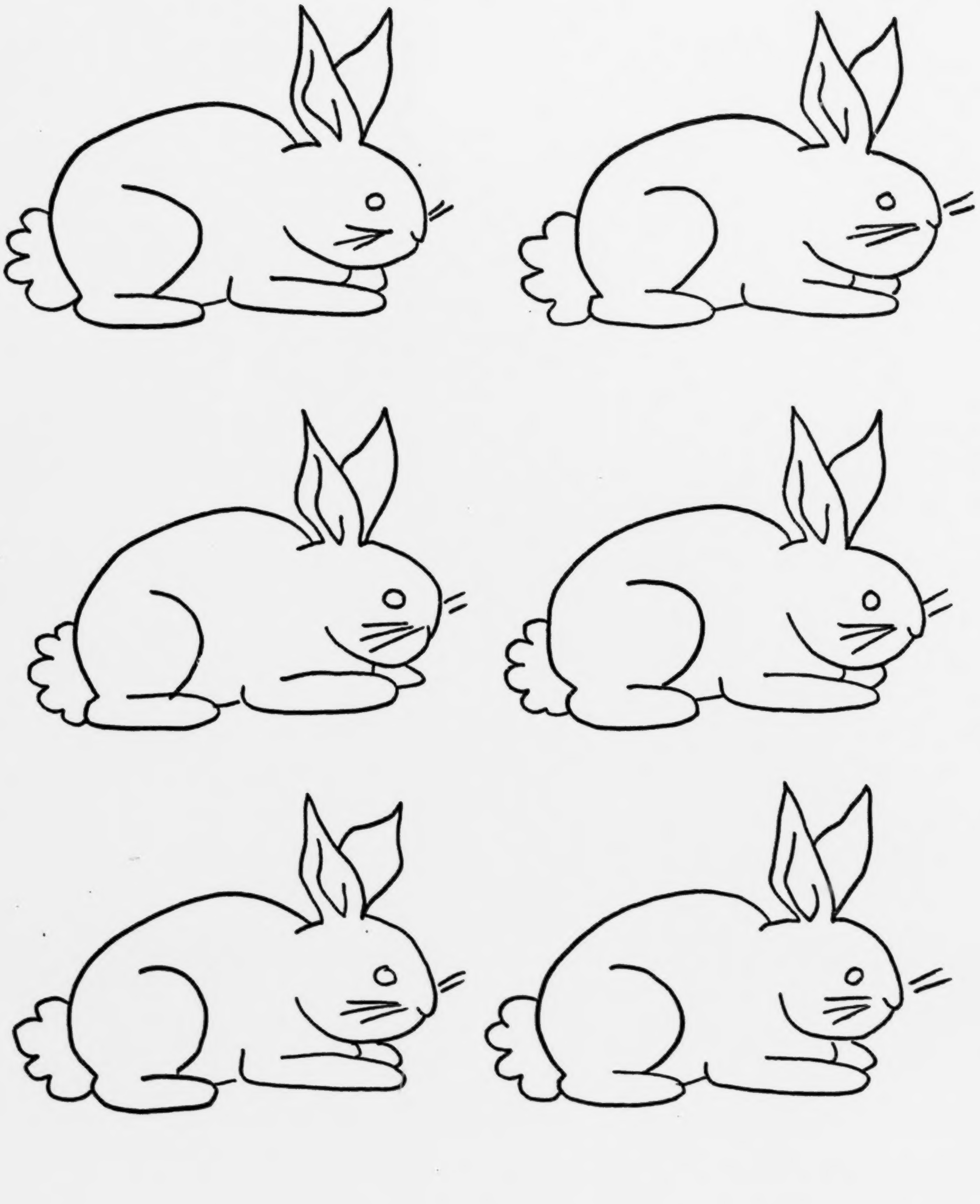


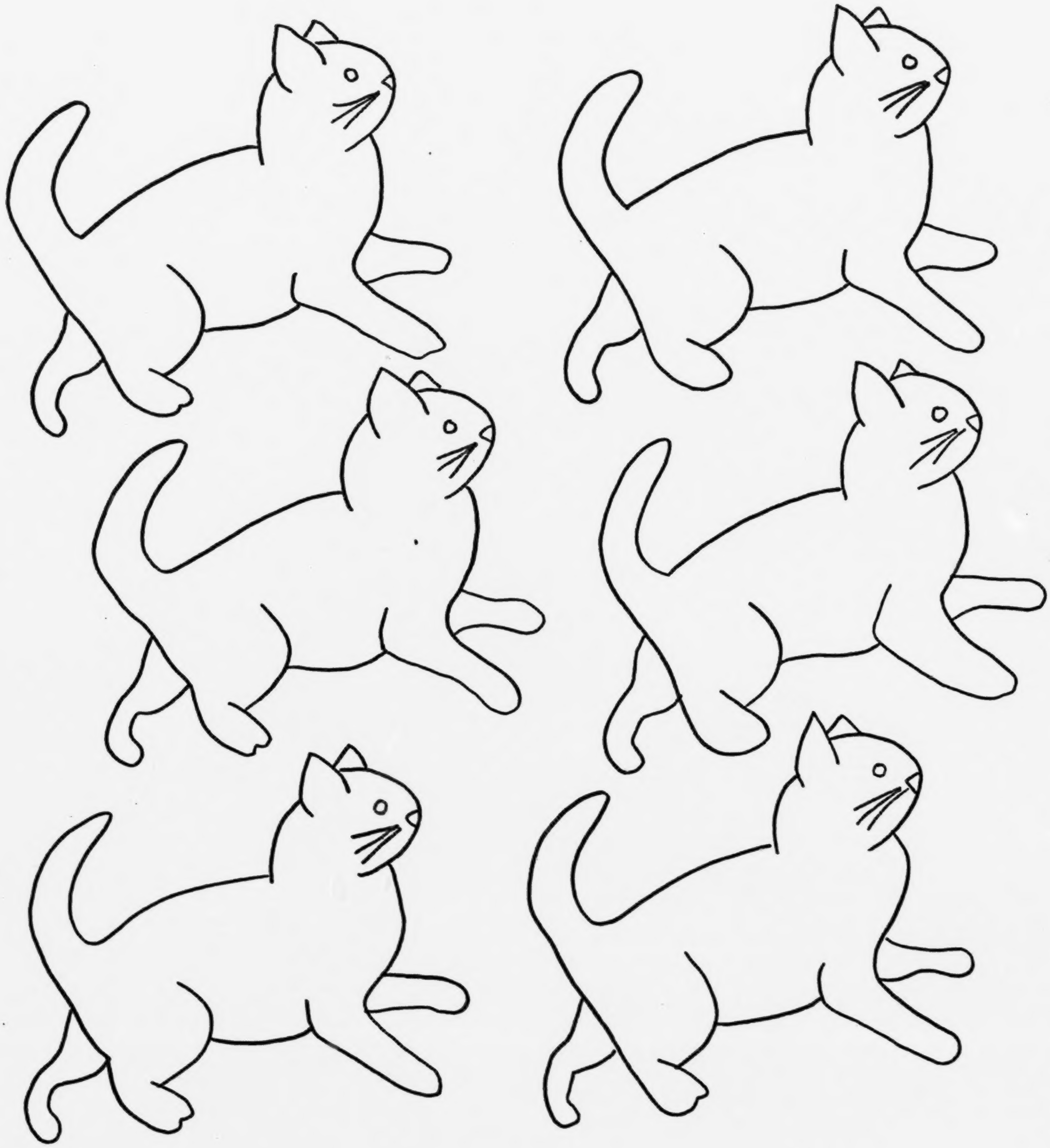


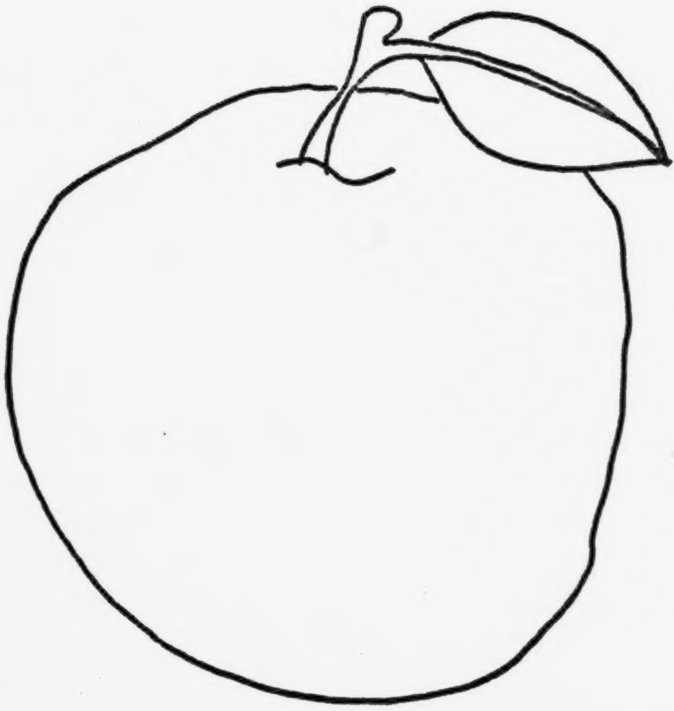


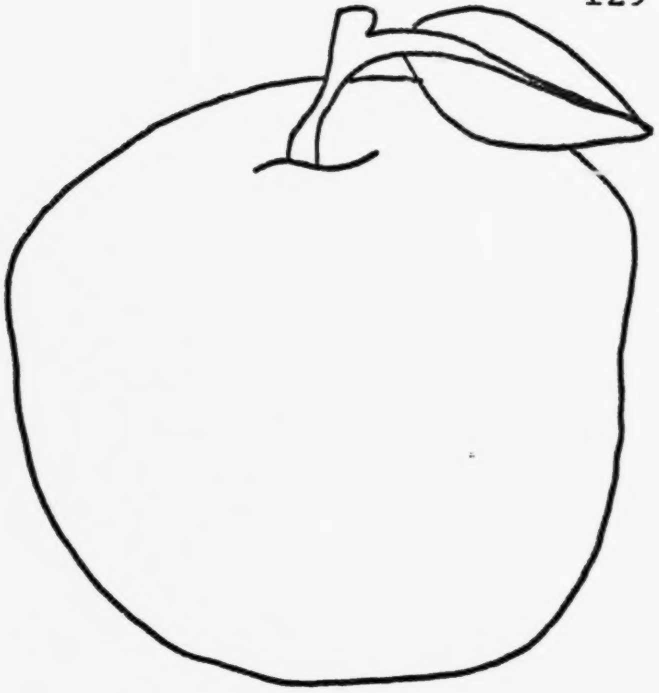


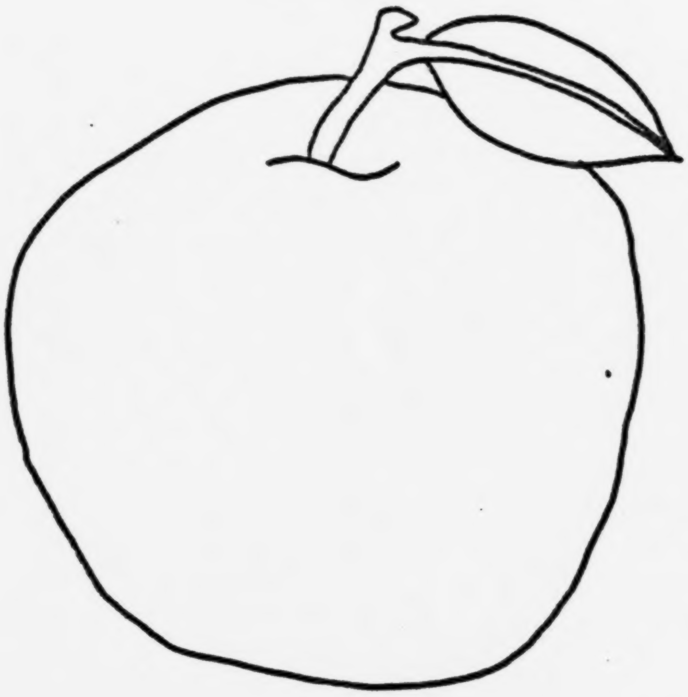
288

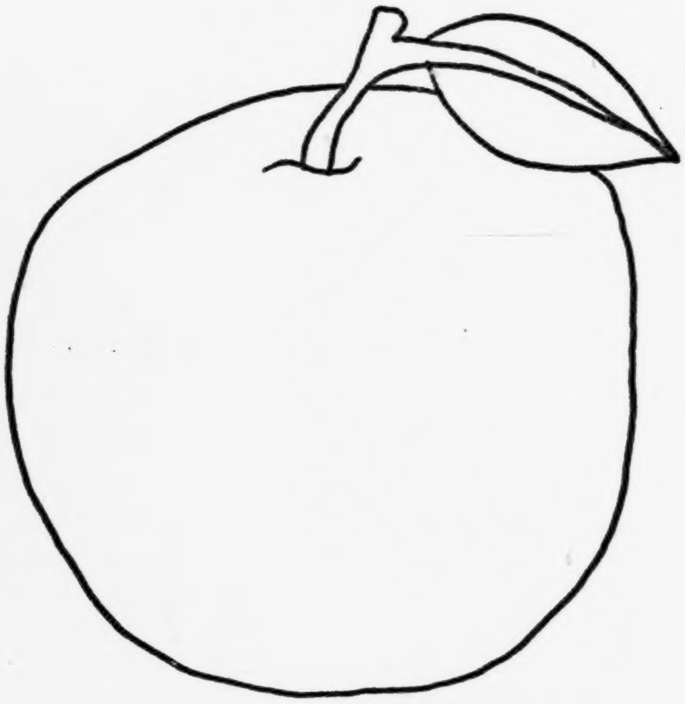


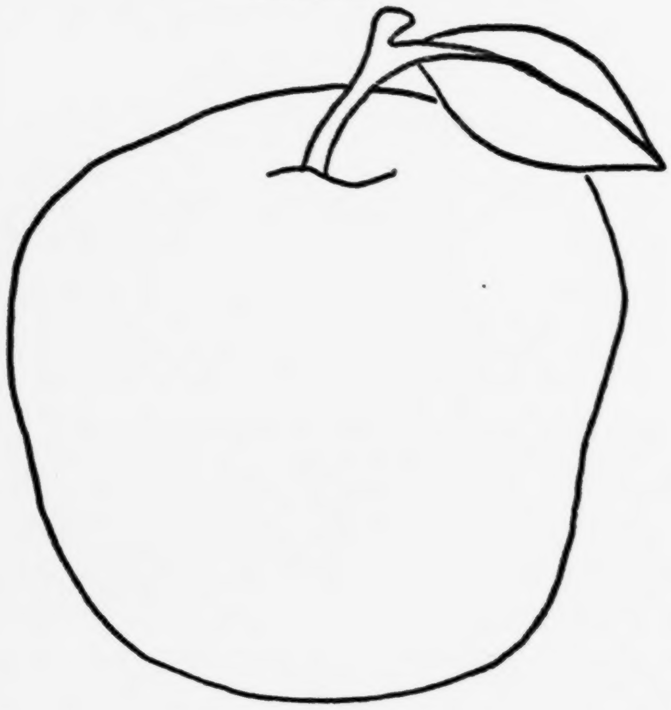


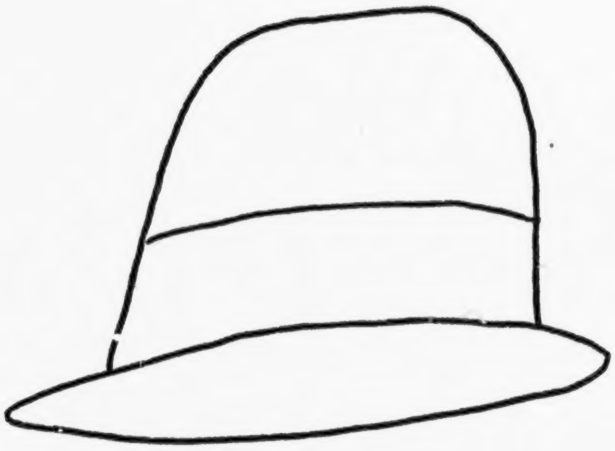


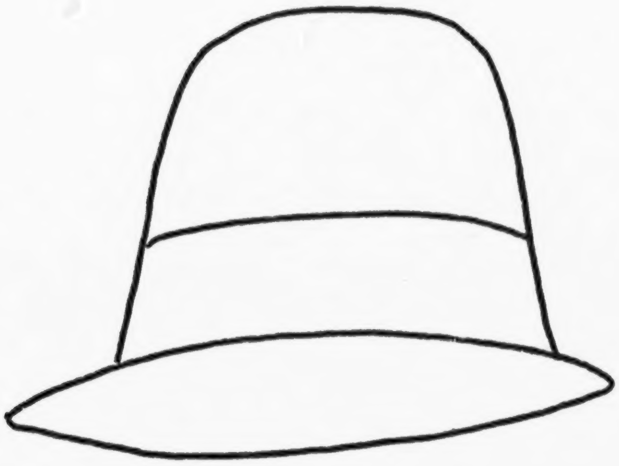


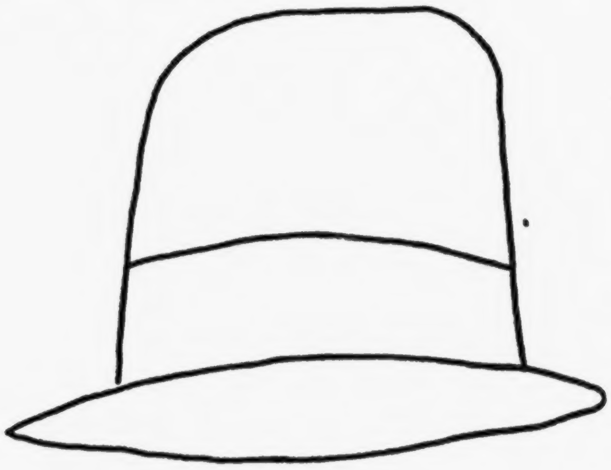


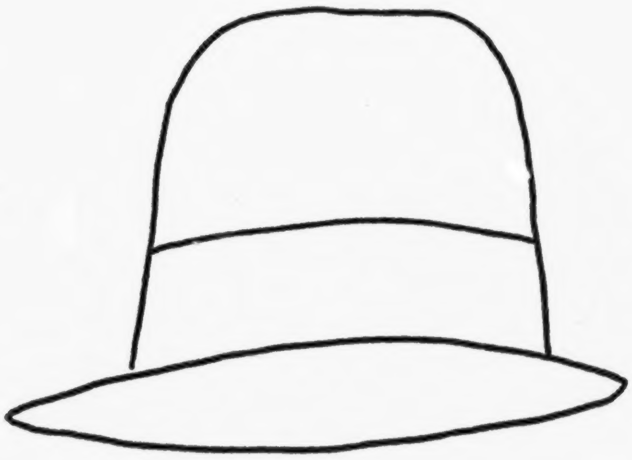


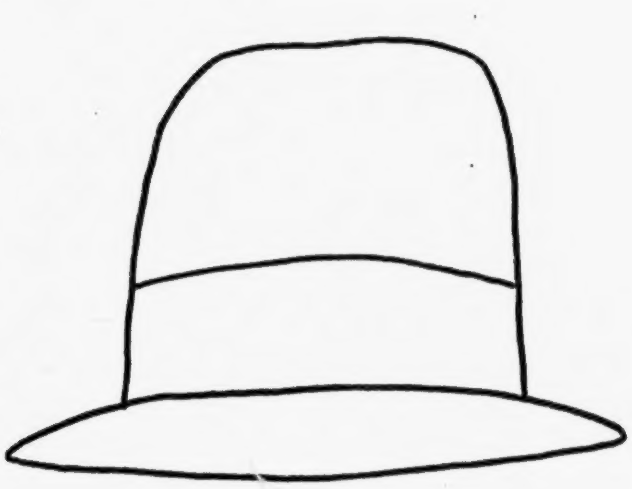


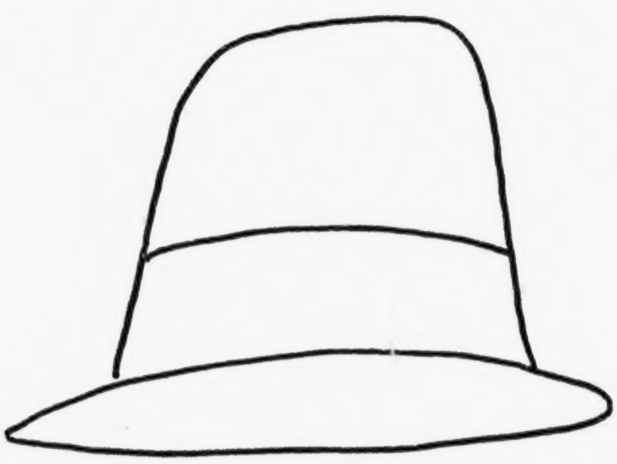


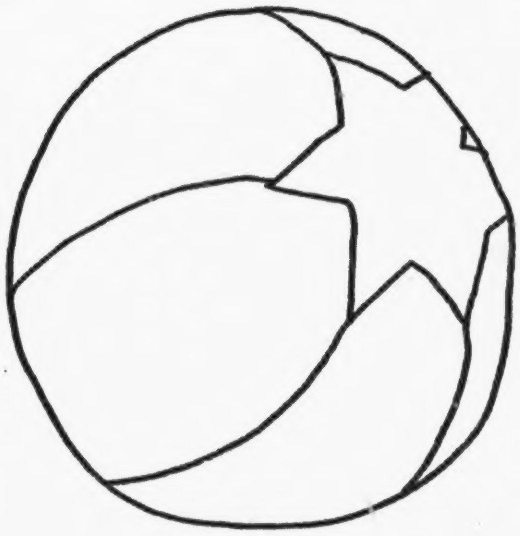


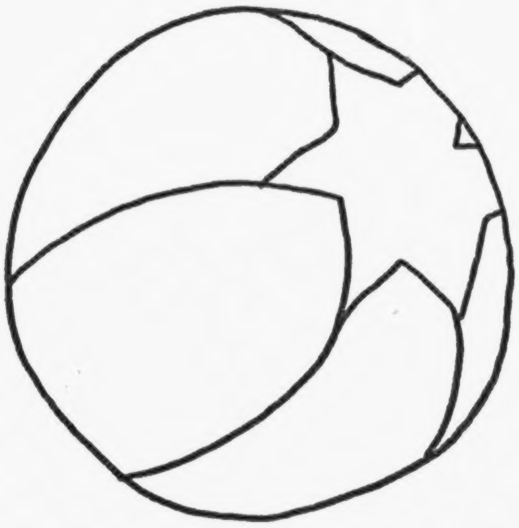


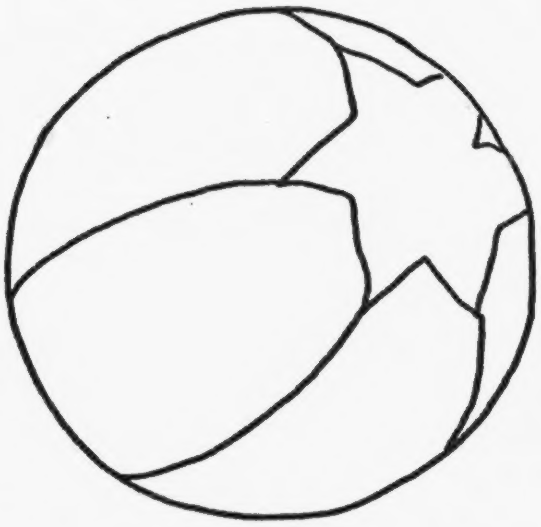


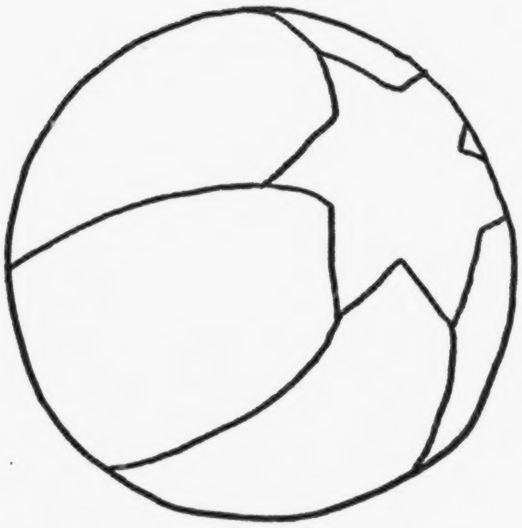


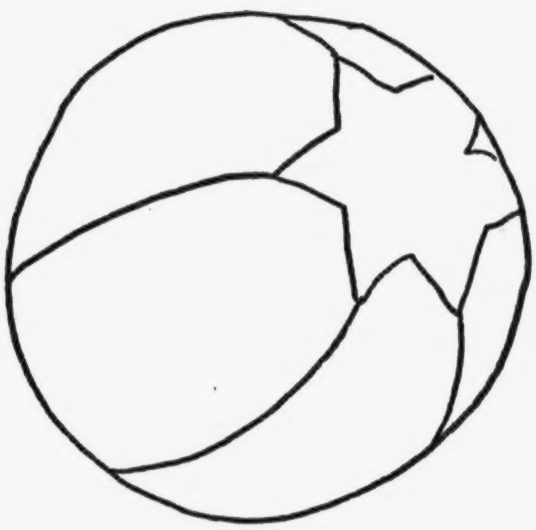


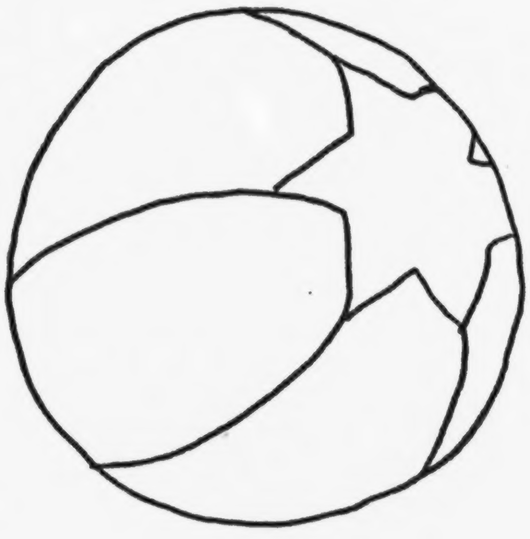


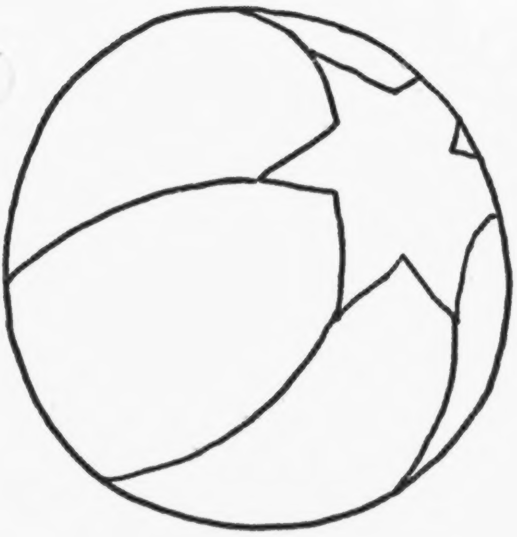


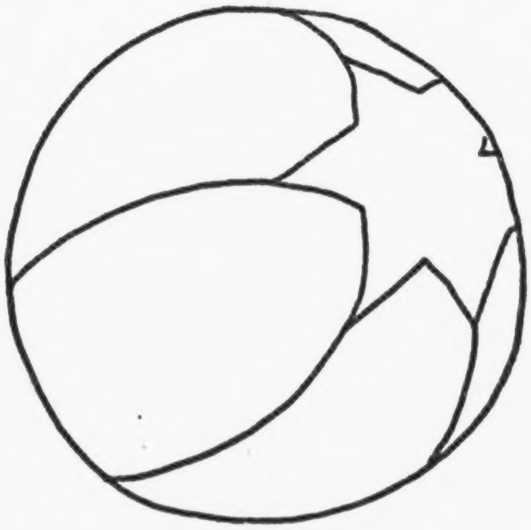


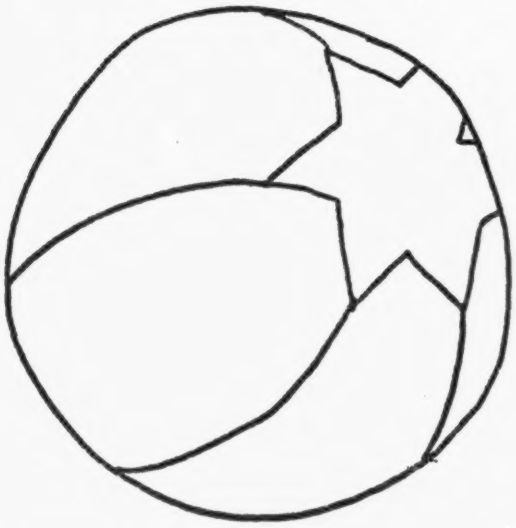


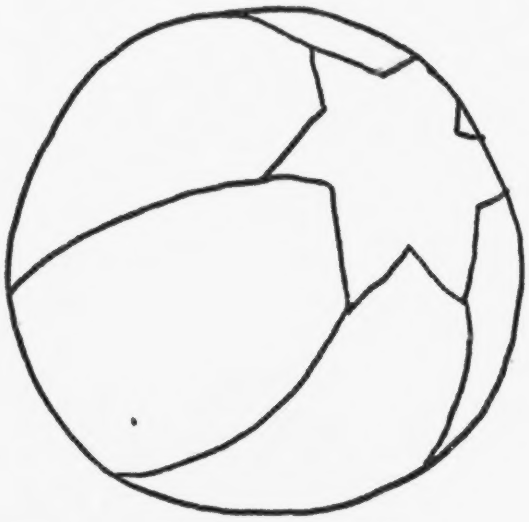


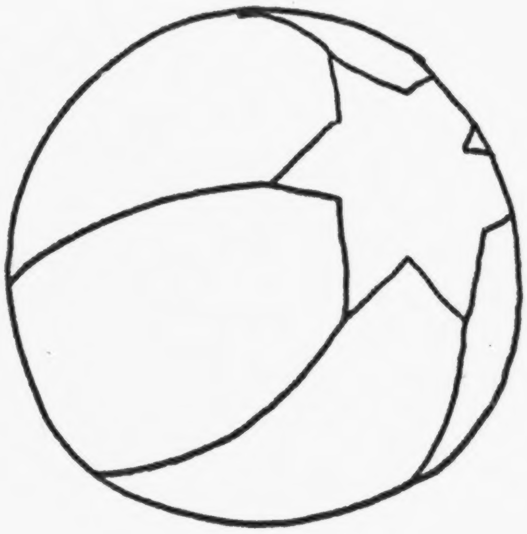


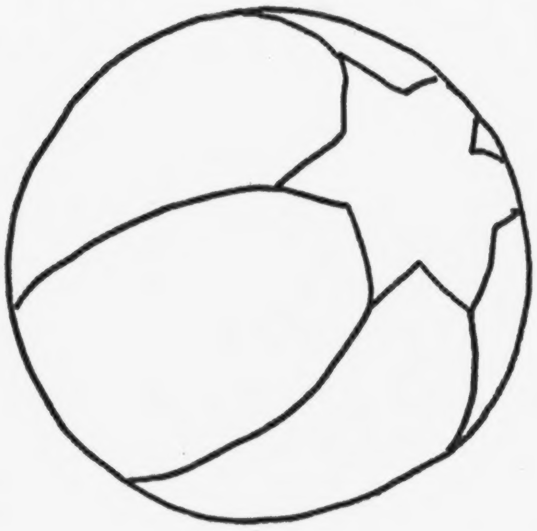


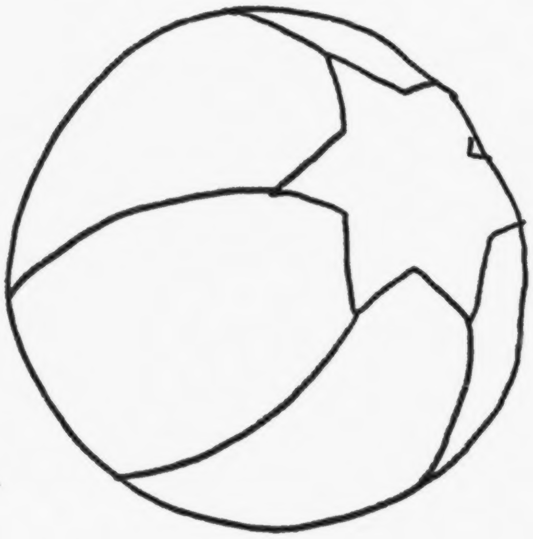


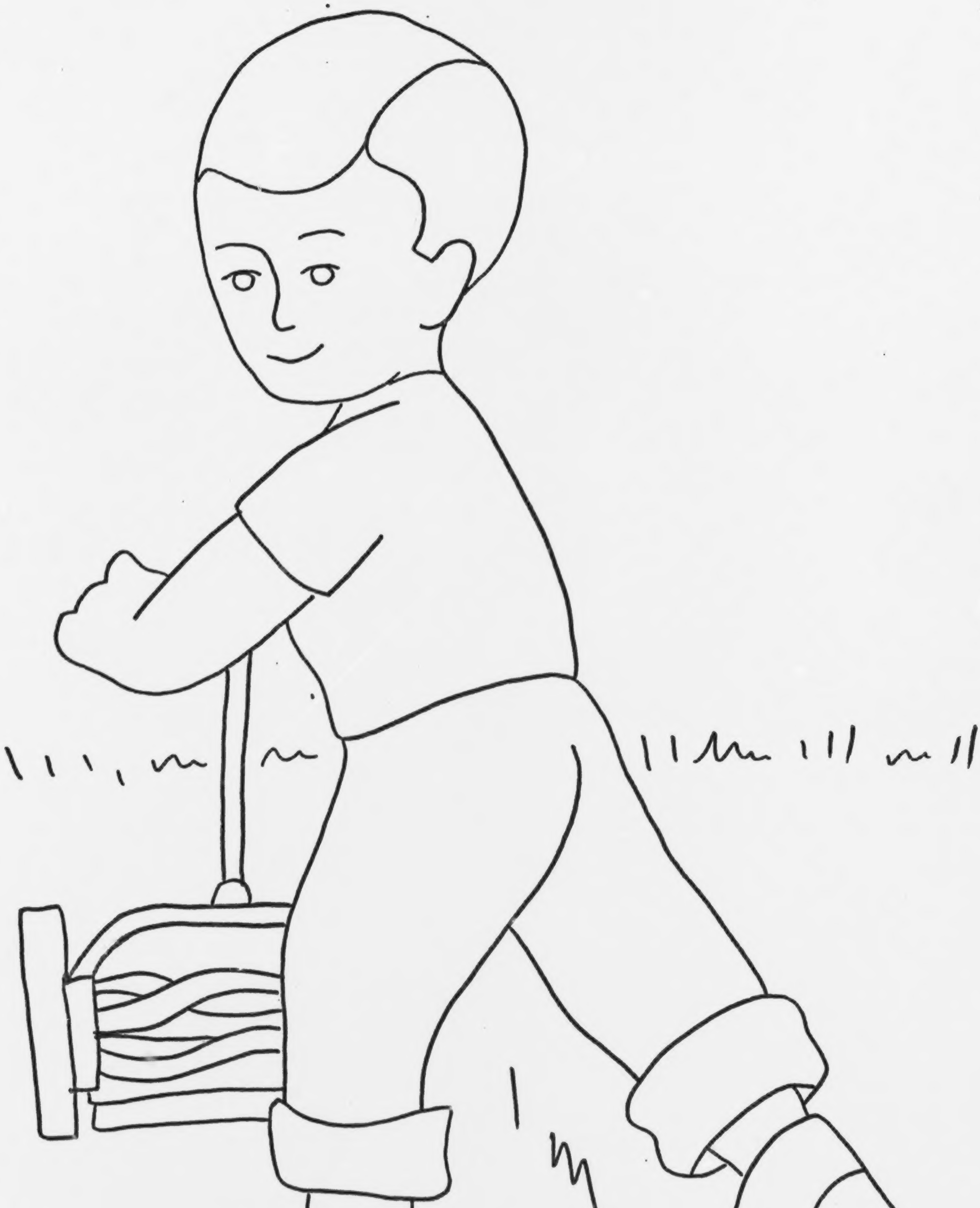


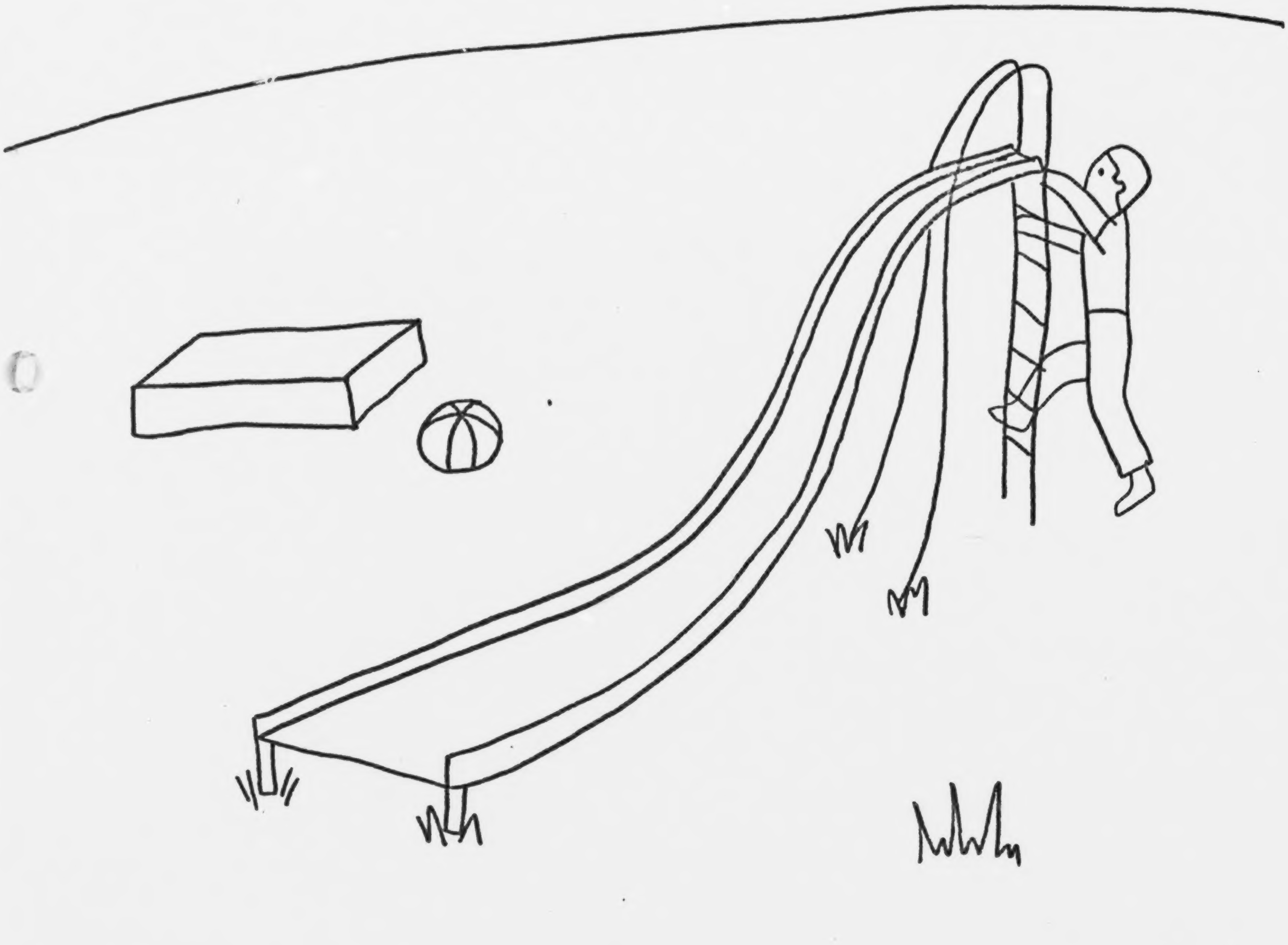


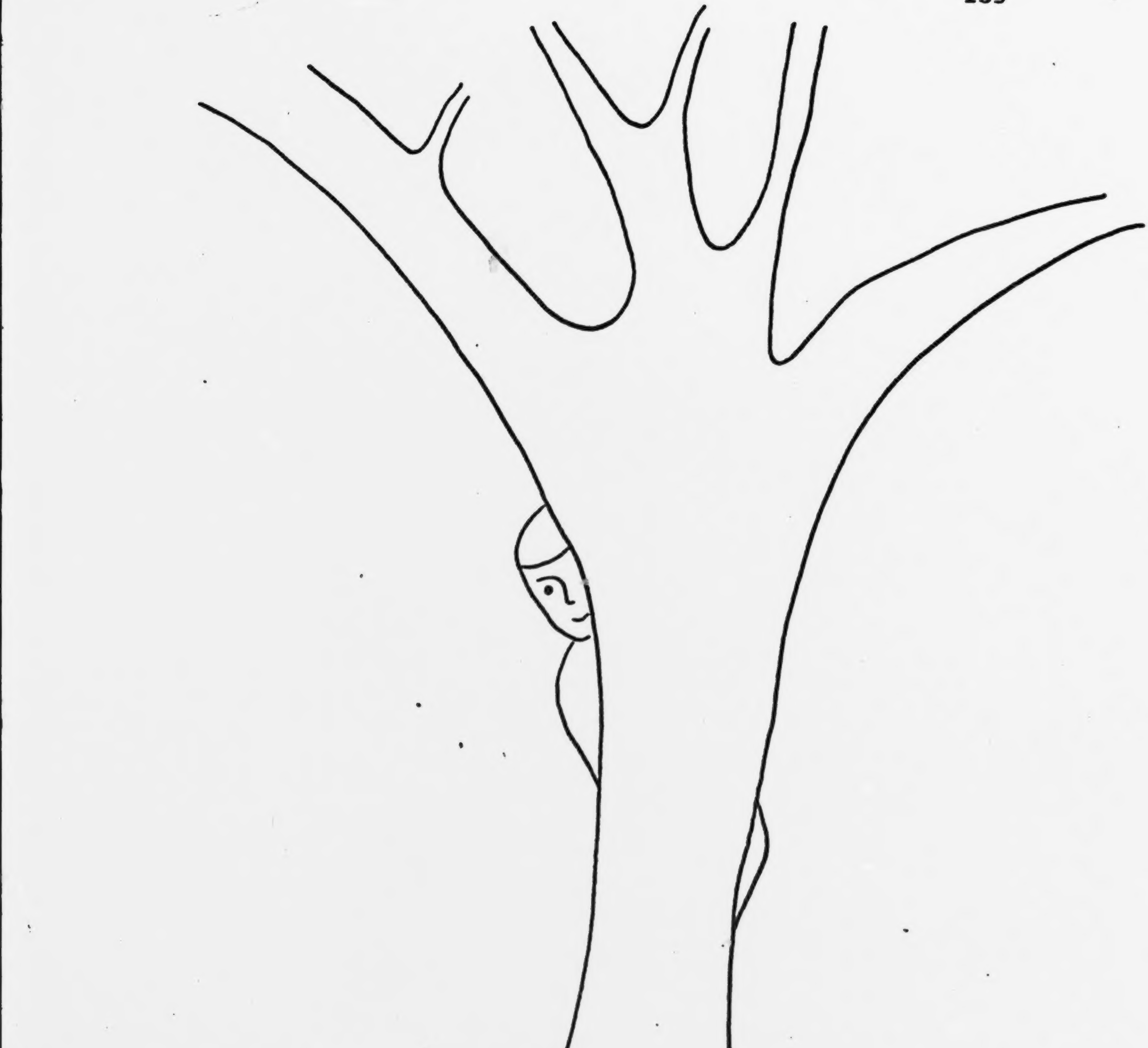












297

B. CREATIVE ACTIVITY

A. Natural Materials

1. Take the children out to collect pebbles, leaves, weeds, sticks, branches, feathers, etc. Discuss the lines, shapes and colors of the objects and use them as a permanent display which the children can touch, feel and later draw.

2. Take some of the leaves which have been collected and iron them between sheets of wax paper. Let each child choose and position the leaves he wants to use in his picture. Help him to choose different colors, shapes and sizes. The pictures made in this way show up beautifully when taped to the windows.

3. Let each child choose a leaf, weed or grass form. Place it on one sheet of newsprint paper and cover it with another. Rub over the surface with pieces of thick soft charcoal which the child has made. (You can make charcoal by burning the end of a fat stick.) The design of the leaf will be "printed" on the top sheet.

4. Give each child several sheets of newsprint paper and a piece of soft charcoal. Show them how to place the paper on an object and rub the charcoal over the top. The texture of the object will show through. This can be done both inside the classroom and outside.

5. Take the children outside to draw. Let them each find a stick and draw in the dirt. Encourage them to draw large pictures. Several children could work on one picture.

6. Let each child find a favorite natural object, either outside or from among those already in the classroom. Attach these to strings or threads to make a mobile. These may be hung from a tree branch which is suspended from the ceiling or a light fixture. Let the children suggest what position their object should be hung in.

7. Let children paste suitable natural objects to heavy paper or cardboard to make a picture. Guide them in choosing different textures, shapes, and colors. Liquid white glue is best for this project. Pour some in a paper cup and use a Q-tip to apply it.

8. In a large paper weaving frame (see figure A) let children weave strips of colored paper and natural objects. The weaving should not be regular over/under type, but should vary as the child desires. Let them weave in any natural materials they wish.

9. Sculpture--let the children look for stones that resemble animals or people. Clean them well. Paint them or use marking pens to make the stones look like the object they see in it. Several stones may be glued together if necessary. Use white liquid glue.

10. Designs may be drawn on scrap leather with marking pen and on wood with crayons, chalk or paint.

11. Let the children hammer large nails into blocks of wood. Other materials could be added to this, such as string or feathers.

12. Make paint from natural materials. First, choose rocks which make marks when scratched on a hard surface and pound them to a fine powder by placing the rocks inside a cloth and pounding them with hammers. Store the different colors in jars to be mixed with liquid starch and used as paint. Use this paint with sticks or fingers (not brushes) on rocks, wood, shells, concrete or newsprint paper.

13. Let the children use the charcoal they have made to draw on large sheets of manila paper.

14. Give the children needles and string to string juniper berries and pumpkin seeds.

B. Drawing

1. Give the children large crayons in primary colors and large sheets of paper. Show them how to draw different lines and shapes with crayons. Use the sides as well as the points of the colors and vary the pressure. It is better to use the crayons with the paper removed. Let them draw with their papers on the floor or table in any manner they wish. Later several or all of the children can work on large pictures together.

2. Let the children use crayons on other materials besides paper--cloth, wood, sandpaper, cardboard, newspaper, etc.

3. Give the children large simple geometric shapes to trace around and then color.

4. Play a record during which the children scribble on paper with one crayon. When you stop the record the children should stop coloring. Choose a record with lots of variations. Then the children fill in the shapes they have made with other colors and designs. Do not insist that they fill in every shape. This makes a dull, tight design.

5. Have each child lie down on a sheet of wrapping paper the same size he is. Draw around him with a brown or black crayon (including the outline of his clothes). Let each child fill in his own hair, eyes, dress, etc. Print their names at the bottom and hang them up around the room. These may be cut out.

6. Let each child crush a sheet of newsprint paper and then draw around the crinkle lines and fill in with color.

7. Have the children draw a "big" object and then a "little" object. They may enjoy drawing something that is usually little, great big, and vice-versa.

8. A large book can be make by sewing down the middle of several large pieces of heavy material. Each child can draw in part of or a whole page of the book. The drawings are set by ironing over them with a warm iron and brown paper between the iron and the book. Each child could make his own book, or this could be a class project.

9. Crayons may also be used to

   a. Illustrate stories, poems, etc.
   b. Picture special events.
   c. Picture each other (portraits).
   d. Picture fantasies.

10. Let the children make their own books by sewing or stapling several sheets of manila paper together. Add a cover made from construction paper. Now let the children tell their own picture story using crayons, marking pens, paint and pasted paper.

11. Have the children make "bark cloth" pictures by first drawing on wrapping paper or paper sacks with crayons. The crayons should be used heavily. Then each child wads up his picture until it is very wrinkled. Smooth out the pictures and press them flat with an iron. Use cloth or newspaper between the picture and the iron.

12. Give the children large pieces of paper and large pieces of soft chalk in the primary colors. Let the children see how many different kinds of lines they can make with the chalk. Let them work either at tables or on the floor. Show them how to use the sides, points and vary the pressure of the chalk. Show them how to blend the chalk with fingers or tissues. Later they may work together on a chalk mural.

13. Let the children draw with chalk on other surfaces--burlap (or other material), wood, cardboard, colored paper (black is nice), concrete, blackboard, etc.

14. Each child may be given a piece of manila paper with three large squares drawn on it. The child fills in each square with blue, yellow, or red. Next, red chalk is blended over the blue square, blue chalk is blended over the yellow square and yellow over the red. Discuss the new colors and how they were made.

15. Draw on wet construction or manila paper with chalk.

16. Chalk and crayon may be combined to make an interesting picture.

17. Let the children draw murals or individual pictures on the blackboard in white and/or colored chalks.

18. Have the children see how many different kinds of lines and forms they can make with marking pens on large sheets of newsprint. Show them how to use the point to make dots and thin lines and the side for wide lines and filling in.

19. Let the children try the marking pens on surfaces other than paper, such as wood, rock, cloth, metal, glass, etc.

20. Mixing colors. Give each child a sheet of smooth paper (not too absorbent) with three large squares drawn on it. Let them fill one square with dots of each of the following colors: red, yellow and blue. The dots should be medium sized and not too close together. Then the child should place dots of yellow among the dots or red, dots of blue among the yellow, and dots of red among the blue. The drawings should be placed at a distance to see the intermixture of colors. Discuss how the new color was made. Each child's colors will be different as the shade depends on the number of dots of each color used. The children may wish to make other pictures in this manner.

21. Marking pens are an excellent way to decorate fabric. If "permanent" pens are used the fabric design can be washed.

    a. Individual project--each child chooses a piece of medium-weight material cut in a geometric shape from which to make a pillow. He decorates this with marking pens and then sews or staples it to a matching piece leaving an opening for stuffing with scraps or newspapers.

    b. Group project--each child does an individual design on a medium-sized square of fabric with marking pens. The designs should be related to each other in subject matter. The finished designs are arranged on a large piece of material with the help of the students and glued or sewn in place. Additional designs may be added to the background if needed. A hanging may be also made by drawing directly on the background fabric, but each child should have his own part of the fabric on which to work.

22. Hand puppet. Let each child draw a face on the palm of his hand or hands. The eyes of the puppet should be on the ball of the hand. As the child moves his fingers different facial expressions will appear on his puppet. The puppets of several children may "talk" together.

C. Cutting and Pasting

1. Give the children several types of paper. Ask them to tear different kinds of shapes. (Can you tear a little tiny shape? A huge enormous shape?) These shapes may be used to make a picture, mural or ironed between wax paper.

2. Have the children overlap several sheets of newspaper and roll it up into a cylinder. Holding it upright, tear down part way about four times around the edge. Gently pull up from the center. This will form a tree-like structure.

3. Introduce scissors, emphasizing safety. Have the children cut out large simple geometric shapes previously outlined on sheets of colored construction paper. Save the shapes to use in other activities.

4. Have the children cut out more complicated shapes previously outlined on colored construction paper. Save the shapes to use in other activities.

5. Have the children cut out objects from old magazines. Save the shapes to use in other activities.

6. Let the children make their own paste by mixing a handful of flour and a pinch of salt together with water, adding a little at a time until the paste is the right consistency. Give each child a tin plate or a piece of aluminum foil to mix the paste and smear it around. Let them stick pieces of paper together at random. Paste may be stored for a short time in jars.

7. Paste the shapes cut from construction paper down on a large piece of manila paper to make a design.

8. Have the children paste the cut-out magazine pictures onto a sheet of manila paper to make a picture. This activity may be combined with activity 7.

9. On a large sheet of manila paper or cardboard, let the children draw a picture with large crayons. Add pieces of pasted paper, magazine pictures, yarn and other collage materials. This would be a good mural activity.

10. Give each child a sheet of black construction paper and a sheet of white drawing paper. Instruct him to cut seven squares from the sheet of black paper and arrange them in an interesting design on the sheet of white paper. Then paste them down.

D. Painting

1. Make finger paint by adding powdered tempera to liquid starch. Let the children paint with their hands either on their desk or table tops or on wet glossy paper.

2. Mix cups of red, yellow and blue tempera paint. Give the children large sheets of paper, sticks, sponges and pieces of cardboard. Let them paint on the paper using the sticks, sponges and edges of cardboard as brushes. They may even use their fingers. The object is not to create a finished product, but to learn how paint feels and works.

3. Introduce brushes to the children. Show them how to hold them and clean them. Provide a separate brush for each color. Then give the children cups of black tempera paint, and large sheets of newspaper. Let them paint big designs on the newspaper. When the designs are dry (or the next day), let them fill in the shapes they made with colored tempera paint.

4. Let the children practice mixing red, blue, and yellow two at a time in mixing pans. Paint should be mixed to the consistency of heavy cream. A small amount of evaporated milk added to the paint gives it a creamier consistency and a slight gloss. If paint is to be used on a waxed or plastic surface, add soap flakes to the paint. Sand or coffee grounds may be added to the paint for texture. Discuss what new colors are made. Add white to some of the colors. What happens? Add black to some of the colors. Let them use the new colors to paint pictures.

5. Have the children draw the same large geometric shape on two sheets of paper. On one sheet, paint the shape blue, purple, or green and the background orange, yellow or red, in that order. On the other sheet, reverse the process and paint the background blue, purple or green and the shape orange, yellow or red. Point out how the dark colors seem to be going back and the light colors forward.

6. Have the children cut shapes from the middle of a heavy piece of paper or tag board. Be sure that the cuts do not go to the edge. When they are finished, they lay this paper over a piece of painting paper

and paint inside the hole cut from the heavy paper. Be sure to have them paint all the way to the edge of the cut paper. Then they lift the cut paper off and the shape is left on the painting paper. The paint should not be too thin. If desired, when the paint is dry, the cut paper or stencil may be moved to another position on the same painting paper and painted again with another color.

7. Paint blots--give each child several small squares of smooth paper such as typing paper. Have jars or cups of tempera paint ready. Instruct the child to place a glob of paint in the center of his paper square and then fold it in half. Have him rub the folded paper slightly, and then open it out. Each child will see different objects in his blots. Encourage him to talk about them. More than one color of paint may be used.

8. Let each child paint a piece of tag board with his favorite tempera paint color. When it is dry, let him draw on it with crayons or chalk or both.

9. Let the children make pictures by placing a paper cut-out or a leaf on a piece of paper and splattering paint off of a brush around it. The paint should be liquid, but still bright in color.

E. Printing

1. Have each child paint designs on tag board using bright colors. Tell them to leave some space between the colors. When the painting is dry, cover it with a coat of black India ink applied with a brush. When the ink is dry, dip the paint in a basin of water and "wash" it lightly. The ink will stick to the paper where no tempera paint was applied. It is suggested that the teacher try this activity first so that she will know what to expect from the children.

2. Make thick tempera paint by mixing the tempera powder with liquid starch. Mix each color in a shallow plate or tin. Give the children shapes cut from cardboard to dip into the paint and "print" onto pieces of newsprint. Details may be added with the edge of the cardboard dipped in paint. Make sure one "print" color is dry before overlapping it with another.

3. Make a paint pad for the children (one for each or several children may share the pads) by folding several paper towels into a square, dampening them and placing them on a plate or piece of foil. Sprinkle some powdered tempera on top of this. Give the children sheets of newsprint and let them make thumb prints on it by pressing their thumb on the paint pad and then onto the paper. Tell the children to turn the thumb prints into imaginary animals, etc., by adding lines with a pencil or crayon. Other objects may be pressed on the paint pad and printed such as spools, cut fruit, sticks, etc.

4. Roll some ink out on a piece of glass and give each child a sheet of paper. Have him put his paper down on the ink and draw a picture or design on the back with a pencil. Some areas of the drawing may be filled in by rubbing it with his finger. Carefully remove the paper and turn it over to see the drawing in ink on the other side.

5. Roll some ink out on a piece of glass with a brayer. Let each child pick out some leaves, bark, twigs, string or feathers with which to make a picture. Do not let him use too many. Arrange them on the table and cover them with a sheet of newsprint. Let the child roll the ink-covered brayer over the paper to make a texture picture.

6. Have the children make collages on pieces of cardboard. These collages should have lots of texture and be glued down securely with white glue. When the collage is dry, ink it with a brayer and print it on paper by placing the paper on top of the ink-covered collage and rubbing it gently.

7. Let the children make glue or wax prints by dripping and spreading white glue or wax onto a square of cardboard. When the wax or glue is completely dry, print it as in activity 6.

8. Give each child a flat slab of self-drying clay in which to draw a picture with a sharp stick. When the clay is dry, print it as in activity 6. Make sure the child's clay drawing consists of strong, deep lines so that it will print well.

F. Sculpture and Crafts

1. Take the children out to collect three-dimensional objects (objects with thickness as well as height and width). Let them hold the objects in their hands so they may feel the volume of it. Compare three-dimensional objects with flat ones. For instance, a ball may be compared with a circle cut from a piece of paper.

2. Let the children cut circles with a diameter of 2 to 3 inches from tag board. They should decorate these with marking pens (spiral designs are especially nice). Stick a toothpick through a small hole in the center of each. Show the children how to spin these "tops" on a smooth surface.

3. Give each child a piece of heavy duty foil and let them crease and crush it to form animals. The animals should be neither too large nor too small or detailed. Have clear tape on hand to patch small tears. Display the animals on a shelf or hang them from threads to form a mobile.

4. Give each child four or five pipe cleaners. Show him how to bend and twist them to make animals, people, flowers, etc. Flowers may be displayed in a vase. Animals or people make excellent mobiles or they may be displayed on a shelf or used in a scene.

5. Have the children cut simple flowers from construction paper. Staple or glue pipe cleaner stems to each flower. The stem may be bent where it joins the flower for a more natural look. The construction paper flower may be decorated with crayons, marking pens or a pasted paper center.

6. The children can make fans by first decorating a six-inch square or circle of tag board with marking pens or paint. This is then pasted or stapled to a stick or tongue depressor.

7. To make an interesting hat from newspaper, first make a cone to fit the child's head from several sheets of newspaper held together. The teacher should staple this cone together for the child. The top of the cone is then cut off. Fringe long strips of newspaper and paste them to the cone, beginning at the wide opening (bottom) and working around the cone. When enough fringe is attached, fold over the top and glue or staple it down.

8. Let the children make mats on a twelve-inch circle cut from cardboard. Apply a coat of glue (white glue) to one side of the circle and glue cord, string, yarn, rope or combinations of all of these to the mat. Start in the center and coil the string out in a spiral pattern until the top of the circle is closely covered. The string may be left as is or it may be painted. The other side of the circle may be finished by painting it or by pasting on a circle of construction paper.

9. Have the child draw a large fish shape on folded brown paper and decorate it with crayons, marking pens or paint. Cut the fish out and staple or paste it together around the edges leaving the mouth open. Attach string at either side of the mouth. Hold the strings together and run with the "kites" outside. If desired, a piece of wire or cardboard may be stapled around the mouth to keep it open.

10. Octopus. Let each child cut a small paper bag in half. With crayons, draw two big eyes on one side. Cut eight long paper strips and paste one end of each strip to the cut edge of the paper bag.

11. A gift may be made by having each child coat a small jar with glue and then rolling it in sand. When the sanded jar is dry, dribble paint down the sides and then varnish it. A spray varnish is best.

12. Follow the pattern to make a finger puppet on tag board. Let each child decorate his own puppet with crayons or marking pens. The child cuts out the puppet (the teacher should cut out the holes) and sticks his fingers through the holes as the puppet's legs.

13. Cover a table or shelf with an old sheet or wrapping paper. Fasten it down securely. Let the children draw their own map of their village or campus (school grounds, living quarters, etc.) with crayons or marking pens. Buildings made from boxes should be added as well as figures, animals and cars. Each child should be responsible for making something important to him such as himself, his family, pets, home. In this way the child will see himself and his surroundings (the most important thing in his life) in relation to his environment. Other three dimensional objects may be added to the scene such as trees, rivers, lakes (mirrors), etc.

C. ENVIRONMENTAL CONCEPTS AND RELATIONSHIPS

A. Social Studies

1. Acquaint the children with the teacher, teacher aide, and bus driver by introducing them and explaining to the children what each member's role is and how they can be of help to them.

2. Give the children a tour around the classroom and introduce them to different interest corners. Then let them explore the classroom freely.

3. Have the children look at themselves closely in a mirror. Then have them lie down on a piece of butcher paper and trace around each other with a crayon. Each child may color his own picture as he saw himself in the mirror. The teacher and aide then cut out the figures. The pictures may be hung on the walls.

4. Explain to the children what a family is and the role of each member of the family, using the Navajo family figures. Ask the class what each member of the family is by pointing to a certain figure. Encourage the children to discuss their families, telling who lives at home and what they do.

5. Invite a Navajo mother to show the children how to comb their hair in the traditional style. She should tell the children the Navajo term for this kind of hair style (tsiiyééł). Encourage the girls to practice combing their hair in this style after the demonstration.

6. Prepare a corner of the room as a display area for Navajo arts and crafts. Crafts should include silversmithing, rug weaving, sand painting, basket weaving, etc. If these articles are not available, pictures of them from magazines may be displayed. Have discussions about the arts and crafts of the Navajo. A noted artist from the local community may be invited to talk about his art to the children and may be willing to show some of his work. The arts and crafts display may be continued and expanded during the remainder of the school year.

7. Place a small amount of wool sheared from a sheep on one card and draw the other card over it. Continue carding until fibers are separated into slivers. Shape slivers into a fluffy roll by rolling them between back of the cards.

8. Have a discussion about the clans of the Navajo people. Find out how many children know their clans. If a child does not know his clan, find out from his parents. Tell the child what his clan is if he doesn't know. One of the parents may be invited to talk to the children about the Navajo clans. Have a discussion about who is related to whom in the class and in the community. Teach the Navajo names for relatives to any children who do not know them.

9. Invite a member of the chapter council, school board member, or other official to talk to the children about the work he does, the functions of his position. Have a follow-up discussion about how the tribal leaders help the Navajo people. The children should try to learn the names of their local tribal leaders.

10. Invite the local medicine man to talk to the children about Navajo religion. He should tell the children that various ceremonies such as Yei-Bi-Chai, Fire Dances and Shoe Games should not be practiced during the summer. Have the children listen to some records pertaining to winter Navajo religious songs and Navajo winter legends and tales. Encourage the children to discuss some of the Navajo ceremonies that they have been to.

11. Have a discussion about what the children eat at home. Explain to the children that fried bread, mutton, corn mush, blue corn bread and coffee are some of the chief foods of the Navajo people.

12. Invite one of the parents to demonstrate to the children how some of these foods are prepared. Fried bread might be a good example. The children may then have the fried bread as part of their lunch.

13. Have a discussion about the livestock of the Navajo people. Encourage the children to talk about their experiences with the livestork they own or have seen Show pictures of the Navajo livestock to the children. The following explanation may be used:

    > Sheep, goats, cattle and horses are some means of livelihood for the Navajo people. Sheep provide wool and wool can then be prepared to make a Navajo rug. The Navajos then take the rugs to the trader in exchange for goods or money. The wool can also be sold to factories to make clothes.

Furthermore, Navajos weave saddle blankets with wool. Sheep, cattle and goats can be slaughtered for meat. Goats are valued for their milk. Horses are used for transportation, to tend sheep on, or taking trips to look for cattle, to visit neighbors, to go to social functions or the trading post, etc. Cattle may be sold to the trader in exchange for goods or money. Some Navajos use the hides of cows to make Navajo moccasins.

14. Have a discussion about the modes of travel for the Navajo people. Encourage the children to talk about some of the ways they travel from place to place. Tell them that some Navajos travel on horseback, wagons, or pick-ups. Encourage the children to talk about some other ways they have seen other people travel. You might also add that people travel on foot.

15. Pictures of the different ways Navajos travel can be displayed in the classroom for children to get a better idea of the modes of transportation for the Navajo people.

16. Invite a resource person with knowledge of the use of Navajo plants to talk to the children on how the herbs are used as medicine. He could also tell the children the names for these plants.

17. Have a discussion about the post office and post master. Ask the children to talk about the mail they have received. Encourage them to talk about the things they have noticed on the mail such as stamps, etc. Show the children a sample of a letter or any sort of mail.

18. Have the children send cards to their parents. These cards could be made by the children and put in envelopes for mailing.

19. Take the cards to the post office to be mailed. This activity could be used as a field trip to the post office. Have the post master explain and show the methods used in operating a post office. Have him show the children the procedures used in delivering mail.

20. After the field trip to the post office, the children may set up a play post office and dramatize post office and post master. Select someone to be the post master to deliver mail. This activity would be appropriate to use during Valentine's Day.

21. Have a discussion about wheels. Tell the children that wheels are of circular shape. Find out what moves on wheels. Look for machines that run on wheels and do other things that need to be done in everyday living.

22. Look at toys to find wheels. Show the class how the toys work. Some examples might be tricycles, wagons, carts, baby buggies, cars, trucks, tinker toys, etc.

23. Look at some magazines and cut out examples of the many different ways wheels are used. These pictures can be posted in the classroom for display.

B. Science

1. Take the children for a nature walk. Have the children name the local plants in Navajo or provide the names for them if they don't know. Bring some of the plants back into the classroom for further discussion.

2. Have the children collect leaves outside and lay a few of them on construction paper. They can be glued down or traced around for various leaf designs. Talk about the different types of leaves that were collected.

3. Have available a variety of sound-producing objects. Let the children produce some sounds with the natural instruments of their choice, such as seeds in a shoe box. Let the children experiment with different objects and listen to the differences in sounds.

4. Have available a variety of sound-producing objects. Let the children produce some sounds with the natural instruments of their choice, such as seeds in a shoe box. Let the children experiment with different objects and listen to the differences in sounds.

5. Put various natural objects in shoe boxes. Have the children take turns shaking a box and guessing what the contents are without looking. They may then open the box enough to peek in, but may not show the others unless correct.

6. Take the children out for a nature walk and have them observe the different kinds and colors of leaves, if they change in your area.

7. Show some films, movies or pictures showing the plants at different times of the season. Have a discussion about what the children observed on the nature walk and some of the things they saw in the pictures.

8. Use four tree outlines and marking pens or crayons to make the seasonal pictures described below. These pictures should be made in front of the children while the teacher is describing the seasonal changes. Later the pictures may be used in a display.

a. Spring--draw a few small light green leaves the tree outline while telling the children about new leaves in spring. A bird's nest or flowers may be added to the picture.

b. Summer--draw large dark green leaves on a tree outline while talking about summer.

c. Autumn--draw orange and yellow leaves falling from the tree outline

d. Winter--add no leaves to the tree. Snowflakes or snow may be added to the picture.

Additions to the pictures (birds, nest, snowflakes, etc.) might be cut from magazines or colored paper. The children could each be given a tree outline and allowed to draw autumn leaves on the tree and falling to the ground.

The following explanation might be used (in Navajo) for the change in the color ot the leaves:

> During the summer the leaves of most plants are so full of green substance that the whole landscape takes on a green color. But as autumn days grow shorter, the nights become longer and cooler. When, for several nights, the temperature falls very low, the green substance begins to go away from the leaves of many plants. Yellow, red and brown leaves appear on the trees. Some trees do not lose their leaves at all. The leaves of these kinds of trees do not change color.

9. If the students live in an area where the leaves change color, have them collect some to see how many diffent colors they can find. Talk about the differences and similarities of the leaves in color and texture. Also have the children cut out some pictures of leaves, plants and trees at different times of the season out of some old magazines.

10. Show some films or pictures showing how the animals prepare themselves for winter. Include the picture of the frog before and during hibernation.

11. Have a discussion about what the children saw in the pictures. The following kind of explanation might be used:

Many animals get ready for winter by the time trees begin to lose their leaves. Many animals cannot find enough food to keep them alive because many plants cannot make food in winter. Some animals, such as bees, chipmunks, beavers and squirrels, store food to last through the long winter months. During the winter, rabbits and deer eat dried grass or the bark of trees. Wolves hunt for other animals. Many birds fly to the to the South during the winter, because there is more food for them in the South.

Many kinds of animals sleep in the winter. The bears are well-known to sleep then. Before going to sleep, a bear eats a lot and becomes very fat. It then goes into its cave. The bear lives on the fat which has been stored in his body. By spring, most of the fat has been used; then the bears come out of their caves looking very skinny and hungry.

12. Involve the children in relating observations of animals that prepare for the winter and encourage them to talk about their experiences whenever possible.

13. Discuss how the Navajo people prepare themselves for winter (move back from the mountains, store wood and hay). One of the children's parents may be invited to talk more about this topic to the children.

14. Wash out five milk cartons. Cut four of the cartons to the height of 4" and the other carton to 1". Put soil in the 4" cartons. Plant several beans in each carton in consecutive plantings about five days to one week apart. Label planting dates on each carton. Place in a light sunny spot and keep soil damp. Five days after the last planting, put several seeds in the 1" carton. Add a small amount of water to sprout the seeds. When plants have reached desired level of growth, uproot them carefully. Wash soil from roots. Place one plant from each stage of growth on a paper towel for each group of children to examine, compare and discuss. There should be plants at sufficiently various stages of growth to show the progress of the seeds.

15. Soak bean seeds overnight to speed germination. Plant seeds and allow to come through soil. Keep one jar in direct sunlight. Cover the other jar with a paper bag. Allow to develop and observe for several weeks. The covered plant will be stunted and pale, while the plant which has received sunlight will be hearty and dark green.

16. Plant some bean seeds in each of the small pots. Place both plants in the sunshine. Water plant A each day. Do not water plant B. Plant A is watered everyday and it grows large and healthy. Plant B is not watered at all and it dies. Both plants have been placed in the sunshine.

17. Place a pad of wet cotton in each of the three cups. Sprinkle some mixed birdseed on each pad. Cover each cup with a saucer and label. Place a cup in cold, hot and normal temperatures. You will find out that seeds in "cold" did not grow at all. Seeds in "hot" grew rapidly, but soon began to die. Seeds in normal" temperature grew well.

18. Place a green plant in a well-lighted place where it can be seen without being handled by class members. Carefully cover both sides of some of the leaves with vaseline. Observe the plant each day. Look at the coated leaves and compare them with the leaves that have no vaseline. Notice color of leaves and see which ones wilt. Count the days it takes for the first leaf to drop. The Vaseline coated leaves die and drop off.

19. Examine soil. Spread soil samples (obtained from garden, field, and forest) on a piece of paper to find out what they are made of: small pebbles, bits of plant material, grains of sand, seeds, and animal materials. Use a magnifying glass.

20. Collect rocks. Look at them and feel them to see how they are alike and how different. Scratch them with a nail to see how they differ in hardness. Try to see if they will or will not "write" on the sidewalk. Try to decide why some will (content and softness). Describe them, telling the color, shape, size, and other characteristics.

21. Break rocks by putting them in a paper bag and hitting them with a hammer. Compare the outside with with the inside.

22. Get a sample of soil from a forest. Put it in a suitable container. Water it and see what happens. Where did the young plants come from?

23. Sift some soil through a coarse strainer. Examine the pebbles and other larger pieces.

24. Use vinegar to test rocks to see if they "bubble." Children may try to tell if they will "bubble" by looking at them and then testing their guesses.

25. Walk in the schoolyard after a rain. See that water runs downhill, that it carries soil with it, that it uncovers rocks and pebbles, and has other effects.

26. Look at pictures of different places on the earth--seashore, mountains, deserts, farmland and so on. Tell what can be seen in each picture and how the places are different from each other, that is, rough, smooth, high, rocky, wet, etc. Children who have taken trips may help to extend the concept of the nature of the earth's surface by telling what they saw from the car, pick-up, etc.

27. Put the same amount of water into two identical containers. Heat one over a hot plate or a hot radiator and leave the other at room temperature. Encourage the children to watch closely. Compare the two containers after a certain time. Explain to the children that water disappears into the air when it is heated by the sun or other heat sources.

28. Wet two identical pieces of cloth. Place one in a warm location and leave the other at room temperature. Make comparisons of the two containers after a period of time. Discuss with the children how snow melts faster when it is in a warm place.

29. Bring some snow in from outside. Put the same amount of snow in a warm location and the other at room temperature. Make comparisons of the two containers after a period of time. Discuss with the children how snow melts faster when it is in a warm place.

30. Put some water in a container and place in the freezing compartment of the refrigerator. Check the container the next day. Talk about how water will turn into ice when the temperature is cold. Encourage them to relate this experience to the ice they may see outside and discuss the reason for it.

31. Fill a small glass jar with water to the top and screw the cover on. Place it in a paper bag so that the results may more easily be examined. Set the jar in the refrigerator freezing compartment and let it freeze. The jar will be cracked. Explain to the children that as the water changes into ice it will expand. The expansion will cause the jar to crack.

32. Pour water on some rocks to let the children see how it sinks down into the cracks. Encourage the children to think about what might happen to the rocks when the water freezes. This will cause the rocks to break.

33. Put sand, salt, sugar, and flour in separate containers. Fill each container with water and stir. Observe each container and note which substances dissolve. Let the children experiment with other substances to find out what will dissolve in water. They might try Jello, chalk, powdered paint, or any other substance that they might be curious about.

34. Divide the class into groups and give each group two or three jars and one colored ink. Instruct them to fill the jars with water. Then they should add a few drops of ink to the first jar, a little more to the second jar, and more to the third jar. They should report tne color changes in each jar. Is all of the water in the jars colored? Which has the most color?

35. Now do a similar experiment by putting sugar and pebbles in the water. Which one dissolved and which one didn't?

36. Ask one child to hold an empty glass jar. Then have another child add a little to the jar. The first child must describe how the jar feels now. Continue adding water to the jar until a significant difference is reported.

37. Different children may be permitted to practice this experiment to find out for themselves that water has weight.

38. Before starting the investigation, have the children handle the objects they will use. Help them compare the objects to determine which are the heaviest and

which are the lightest. Now have them predict what will happen to each of the objects when placed in water. Some guesses may be right, others, wrong. But let them find out by experimenting.

39. Fill the water pail with water almost to the top. Have the children experiment with putting various objects in the water to see if they will float or sink. Encourage the children to discuss their experiences with water.

40. Have the children look through magazines for examples of water. From their own experiences, get them to talk about water areas, how water moves, and how water is used.

41. Have the children cut out pictures from magazines that show the constructive and destructive effects of water, the many sources of water on earth, and forms in which water exists. All pictures that are selected can be posted or displayed in the classroom.

42. Four or five children will participate at a time to experience this activity designed for the the day. Set aside ten minutes per group for each activity. Have each child taste plain water; then add salt and have him taste it again. Add sugar to plain water and let the child taste it. Encourage the children to talk about how the water tastes with and without salt and sugar.

43. Have each child taste plain water. Then add lemon juice to one container and vanilla flavoring to another. The children may then taste and smell the two solutions. Talk about the different tastes and smells with the children.

44. Have the children look at water in a clear container. Add red food coloring to one container and green food coloring to another. The children should observe that the water becomes the same color as the food colors that have been added. Encourage them to talk about what happens to the water.

45. Talk about what happens to celery when it is placed upright in a tray of colored water. Freeze some water and talk about what happens to it.

46. The ice tray should be removed so the children can observe that the water is frozen. Have them touch the ice. All of the activities may then be considered and the following generalizations developed as a summary with the children.

    a. Water takes on the properties of the substances added to it; i.e. taste, smell, color.

    b. Liquids (water) will rise through very small tubes called capillaries taking the color with them.

    c. Water will change from a liquid to a solid state when the temperature is lower than the freezing point (32^{o}).

47. After a heavy rain, pupils may explore the school grounds or other nearby places to see effects of the rain. They may notice places where soil has been washed over the sidewalks and find the gullies from which the soil has been removed. They may look for similar places on their way to and from school.

48. Grid the paper in calendar form, using the month to be observed as the pattern. Determine with the children the symbols to represent sun clouds and snow. Have the children observe and record the weather daily. For instance, if Monday was a cloudy day, put the symbol for cloud on that day.

49. Have the children discuss the use of a thermometer. They place the thermometer by a warm object and a cold object to see which way the red line goes. The children should be able to decide that the red marker goes up in warmer weather and down in colder weather.

50. Have pupils whistle, holding blades of grass or pieces of paper between their thumbs.

51. Have pupils place tissue paper over a comb and hum.

52. Have pupils stretch a rubber band; pluck it and listen to it.

53. Have pupils pluck a guitar string, listen to it; stop vibrations and listen.

54. Lay one end of a steel knitting needle on the edge of a table. Pull the needle upward and let it snap down quickly. The needle moves up and down rapidly. Explain to the children that we say the needle vibrates. When it vibrates, you can feel the air as the needle moves up and down past your hand. You can also hear a sound. Stretch a rubber band between two chairs. Notice there is no sound. However, pluck the rubber band and listen for the sound. Put your fingers on your throat. When you talk you can feel the vibration.

55. Let a pupil carry a large drum or something else that will make a loud sound a block or so away from the rest of the class. Let him strike the drum with a broad gesture that can be seen at a distance. Pupils will soon observe that they do not hear the sound until they the drummer's arm is ready to strike the drum again. They see the drummer because light travels from him to them. They hear the drum because sound travels from the drum to them. But the sound travels very slowly compared with the light. Pupils may recall that they have watched a man hammering on a roof in the distance and heard the sound when the hammer was already in the air ready to hit the nail again, or that they see lightning before they hear the thunder even though both occur simultaneously.

56. Have a discussion about wind. Tell the children that moving air is wind. Tell them that there are many ways in which wind is a help to us and in many ways it is not. Encourage the children to talk about their experiences with wind. Have them look through magazines for examples of wind. Have the children cut out pictures from magazines that show the constructive and destructive effects of wind. All pictures that are selected can be posted on construction paper and displayed in the classroom.

57. Some examples of the ways wind is a help may be in kite flying, airplane flying, windmill operation, balloon blowing, clothes drying, etc. Some examples of the ways wind is destructive could be the erosion of soil, etc.

58. Take the children for a nature walk and have them look for erosions of soil which were caused by wind or rain.

59. The children may make toy airplanes, paper fans, and kites to experiment with. Balloons may also be used for this activity. This activity might be appropriate to use in the spring time during the windy season.

60. Place a magnet, some nails, some pens and some pencils on a table. Touch the magnet against each object. Observe the results. Objects made of iron and steel will be attracted by the magnet. All others will not. Let the children experiment with the objects and the magnet.

61. Soak some bean seeds overnight to speed their germination. Plant the seeds and allow them to come through the soil. Keep one jar in direct sunlight. Cover the other jar with a paper bag. Allow the seeds to develop and observe for several weeks. The covered plant will be stunted and pale, while the plant which has received sunlight will be hearty and dark green.

C. Health

1. Make toilet facilities available so the child can use them easily and with a minimum degree of direction. Show children where the toilets and sinks are, encouraging them to flush the toilet and wash their hands after using it.

2. Help the child learn how to blow his nose correctly, and always use a tissue. Teach him to turn aside when coughing or sneezing.

3. Give a demonstration of tooth brushing. Explain the proper way to brush the teeth, when to brush the teeth, and how to take care of a tooth brush. Let the children practice this habit every day.

D. ABSTRACT CONCEPT DEVELOPMENT

A. Shapes

1. Have the children sit in a circle on the floor. Place within the circle the 3 geometric shapes (square, circle, and triangle) cut from 3 different colors of construction paper (red, yellow, and blue). The children should be encouraged to notice these shapes in their immediate surroundings and to talk about them.

2. During this session, the teacher or aide should work individually with each child to make a triangular hat. Fold a 12" by 18" piece of construction paper in half. Then fold the corners of the already-folded edge down to form 2 triangles of equal size. These should come within 3 inches of the open bottom edge. The bottom edges are then folded up to form a brim and a feather is stapled to the peak.

3. The children should work with cubiform building blocks in a free play period. The teacher should point out that the blocks are made up of square faces and encourage the children to talk about shapes.

4. The children should work in groups, each group assigned a specific task in preparing dough for peanut butter cookies (from premeasured ingredients). Each child should have the opportunity to roll dough into balls and press them into flat circles with the fork tines. It should be pointed out that the method used for flattening the balls of dough creates small square designs on the top of the cookies which remain during baking.

5. Have the children work in small groups and carry out tasks similar to those completed in preparing the peanut butter cookies. They could try making Rice Krispies candy, with the teacher's careful supervision of melting the marshmallows.

6. Let the children play at the flannel board with various felt shapes (circle, square, triangle), arranging them as they wish.

7. Have the children make circles by drawing around a paper plate on construction paper. (The teacher or aide should cut the circles out at this stage.) The children may paste the circle on a different colored piece of construction paper. Then have the children notice different objects in the classroom that are also circular in shape, like the clock.

8. Let the children make pictures from various colors of construction paper precut in different shapes (circle, square, triangle) and pasted on large sheets of paper.

9. Have the children use variously shaped cookie cutters (circle, square, triangle) to cut shapes from bread slices.

B. Colors

1. Cut the three geometric shapes (circle, square, triangle) from yellow, blue and red felt. There should be three pieces of each shape cut in three different sizes from big to little.

2. Put all the felt pieces on the felt board according to color. Point to the red pieces and repeat

   łichííˀ.

   Point to the blue pieces and repeat

   dootłˀizh.

   Point to the yellow pieces and repeat

   łitso.

   Call on individual children to identify each color

3. Put all the felt pieces on the felt board and arrange them according to shape. Tell the children the names of each shape and have them repeat

názbąs	'circle'
dikˀą́	'square'
táágóó adeezˀá	'triangle'

4. Sort the shapes according to size. Put all the big pieces in one place, the medium size pieces in another and the little pieces in a third. These can be described as follows

nitsaa	'big'
tˀáá bitaˀági áníłtso	'medium'
áłtsˀíísí	'little'

5. Put ten felt pieces of various geometric shapes on the felt board and count them. Let the children take turns counting all the felt pieces, the circles, the red pieces, the little pieces, etc. The number of felt pieces put on the felt board may be varied. The entire class may do the counting together or individuals may answer questions about the number of pieces.

6. Cut the three geometric shapes (circle, square, triangle) from white, green and black felt material. There should be three pieces of each shape cut in three different sizes from big to little.

7. Put all the felt pieces on the felt board according to color. Point to the white and repeat

   łigai.

   Point to the green and repeat

   dootł'izh.

   Point to the black and repeat

   łizhin.

8. Put all the pieces on the felt board and arrange them according to shape. Review the names of the shapes with the children.

názbąs	'circle'
dikʔą́	'square'
tááʼgóó adeezʔá	'triangle'

9. Sort the shapes according to size. Put all the big pieces in one place, the medium size pieces in another, and the little pieces in a third. These can be described as follows

nitsaa	'big'
tʔáá bitaʔági ánííłtso	'medium'
ałtsʔíísí	'little'

10. Encourage the children to look for any objects in environment which exhibit the concepts of color, shape, and/or relative size learned.

11. The children should be seated on chairs in a circle and each given a white, green or black felt piece. The teacher says

    łigai daohsįįh

    When all the daalgai are standing and see where the other daalgai are, they are told

    daalgai, change places.

Those with daalgai must then find a chair other than their own to sit on. When every color has changed places, the children may trade colors, so that each has a different one. This activity could be expanded into a musical chair game.

12. Cut the three geometric shapes (circle, square, triangle) from orange, purple, and brown felt. There should be three pieces of each shape cut in three different sizes (small, medium and large). Put all the felt pieces on the felt board according to color. Point to the orange pieces and repeat

    łitsxo.

    Point to the purple pieces and repeat

    tsédídééh.

    Point to the brown pieces and repeat

    dibéłchʔíʔí.

13. Put the three different colored pieces of triangular shape on the felt board and ask the children

    Who can tell us the color of the big triangle?

    Who can tell us the color of the little triangle, etc.

14. Put the three different geometric shapes of brown, orange, and purple on the felt board. Ask the children

    Who can tell us the shape of the purple felt piece?

C. Classification of Objects

1. Give each child a paper bag. Have him collect objects in the classroom or on a walk. Have each child take his objects and separate them according to properties. There are no right or wrong answers here. Encourage the children to tell you why they sorted their objects the way they did.

2. Have the child take several buttons and sort them according to size, color, shape, and texture.

3. Take the children on an excursion or field trip (if conditions permit) during which children are encouraged to note living animals. Do not give direct information during the excursion but instead draw the children's attention to the animals by asking instead appropriate questions, such as

   Could there be something alive under this rock?

   Is the bird walking or hopping?

4. Upon returning to the classroom, discuss the animals and how they move from place to place. The children should then cut out animal pictures from old magazines. Ask the children to sort their pictures into categories--those which represent the animals that fly, jump, hop, crawl, etc. The children may paste each category of animal on colored construction paper.

5. The concept of different animal movements can be reinforced through dramatization. The children can pretend that they are certain animals and explore each mode of transportation (to a limited extent) for themselves.

6. Place one cut-out of a matched pair on the felt board and ask individual children to place the matching figure beside it. Some figures you might cut out include 2 sheep, 2 boys, 2 hogans, 2 horses, etc.

7. Sort the felt pieces used in teaching Shapes (circle, square, triangle) into three categories according to size (big, medium, little). Have the children describe the sizes of the felt pieces. Encourage the children to talk about the things they see in the classroom or close surroundings which pertain to the color, shape and/or relative size concepts taught by the felt pieces.

8. Lay three pieces of coiled yarn (of different lengths and colors) on the floor in no particular order. Guide the children to suggest some methods of comparing the length of two of the cords by stretching them out with two ends lined up. Have the longest and shortest yarns compared first.

9. Have the children place the same pieces of yarn in order according to lengths.

10. Place two strips of the same length (and different colors) on the flannel board so that the ends are on different levels. Ask the children the questions

    Which is longer? *Which is shorter?*

    Have a volunteer compare the two strips by putting side by side. The children should realize that to show that the objects have the same length, both pairs of ends must line up with nothing left over on either end.

11. Have the children line up strips of felt (in graduated lengths) in order of length from the shortest to the longest.

12. Introduce the word *hard* to the children. Tell the children that the Navajo word for *hard* is *nitłʔiz* (like a rock). Have the children repeat the word after you.

13. Introduce the word *soft* to the children. Tell the children that the Navajo word for *soft* is *yilzhólí* (as in a sponge). Have the children repeat the word after you.

14. Put a block, baseball, stick, rock, sponge, Kleenex, and pillow on the table. Permit the children to feel these objects. Encourage them to talk about the likenesses and differences of these objects.

15. Encourage the children to think of some other objects that are soft and hard in the classroom or in the surroundings.

16. Give each child a bag containing a piece of chalk, a nail, a rubber band, a colored ribbon, a sugar cube, a pebble, and a piece of wire. Ask the children

How can we find out what objects are in the bag?

Have the children take out the objects and give them time to become familiar with their properties. After the children have investigated the objects, say

> *I'm going to describe one of the objects in your bag. When I am through, if you think you know what it is, hold up the object. Example: I am thinking of something that is white and sweet.*

After you have described a few objects, the children may be able to describe their own.

17. Tell the children that you are thinking about a particular object in their bags. Ask them if they can guess what that object is. Some questions might be

> *Is it red?*
>
> *Is it small?*
>
> *Is it sweet?*

These questions can be answered by *yes* or *no*. After some practice, the children may develop this activity further on their own.

18. Take the children out for a nature walk and have them collect stones, leaves, rocks, bark and sticks. Instruct the children to sort these objects according to kind.

19. Using only the rocks that were collected, have the children sort them according to size.

20. Take a small handful of rocks from the collection and ask a child to guess how many you have. Count them out on a table to see if the child has guessed correctly. Let children take turns picking up a handful of rocks and asking each other how many they have. The entire class may do the counting of the rocks together.

D. Number Concepts

1. Make a sheep corral from cardboard and set it up in the classroom. Cut 10 sheep from cardboard and place them nearby. Put one sheep in the corral and ask the children

    How many sheep are in the corral?

    Dikwíísh dibé dibé bighan góneˀ naazį́?

    The children answer

    Tˀáálááˀí.

    Continue in the same manner until all ten sheep are in the corral.

2. Repeat, putting a different number of sheep in the corral each time. Have the children count the number of sheep with you, and ask for a few individual responses.

3. Have five children stand in front of the class holding the five pumpkins on tongue depressors. Ask the rest of the class

    How many pumpkins are standing?

    Díkwíísh naayízí naazį́?

    The children answer

    Five pumpkins are standing.

    Ashdlaˀ naayízí naazį́.

    Have one child sit down, and ask again

    How many pumpkins are standing?

    The children answer

    Four pumpkins are standing.

    Dį́į́ˀ naayízí naazį́.

    Repeat for three, two, one, and none.

Tááʔ naayízí naazį́.

Naaki naayízí naazį́.

Tʔááłáʔí naayízí sizį́.

Ádin naayízí.

4. As the children take turns standing with the pumpkins in sets of from one to five, let individual children describe the number standing.

5. Repeat as a finger play, beginning with all five fingers "standing" and ending with none, as the sentences are repeated in Navajo by the whole class.

6. Put the ten sheep backed with flannel on a flannel board and ask

   How many sheep are standing?

   Díkwíísh dibé naazį́?

   Count the sheep, from one to ten in Navajo, and then respond

   Ten sheep are standing.

   Neeznáá dibé naazį́.

   Remove one sheep and say

   A sheep has walked away.

   Tʔááłáʔí dibé dahdiilwod.

   Then ask how many sheep there are and answer with the children

   Nine sheep are standing.

   Náhástʔéí dibé naazį́.

   Continue in the same manner until there are no sheep standing.

   Tseebíí dibé naazį́.

Tsostsʔid dibé naazį́,
Hastą́ą́ dibé naazį́.
Ashdlaʔ dibé naazį́.
Dį́į́ dibé naazį́.
Tááʔ dibé naazį́.
Naaki dibé sizį́.
Tʔááłáʔí dibé sizį́.
Ádin dibé.

Add one sheep at a time as you say

One more sheep came.
Tʔááłáʔi dibé náánálwod.

Continue until there are ten sheep back on the flannel board, with the children counting them after each is added.

E. Number Symbols

1. On a poster board attach two hooks, placing one below the other. Copy the numerals one through ten on separate cards. Draw groups of objects corresponding to each number (for example, one sheep, two hogans, three ears of corn, etc.) on another set of cards. Place one of the cards picturing an object or group of objects on the top hook and call on individual children to place the corresponding numerical symbol on the bottom hook. This activity may also be reversed by hanging a numeral card on the top hook and asking one of the children to place the card depicting the corresponding object or group of objects on the bottom hook.

2. Cut out ten identical felt figures and the numerals 1-10 (for example, cut out 10 trees). Place a certain number of figures on the felt board and ask one child to pick out the corresponding numerical symbol and place it beside the figures. This activity may also be reversed by placing a numeral on the board and asking individual children to put up the corresponding number of figures.

3. Cut twenty identical fish from tag board. On ten of the fish, write the numbers 1 through 10. Attach a paper clip to each of the ten numbered fish, and place them in the large box on the floor. Call for a volunteer to go fishing. When the child has caught a fish, read out the number on it and then count out the corresponding number of unnumbered fish.

4. With clear fingernail polish, paint large, inch-wide numbers (1-10) on hand-sized oak tag cards. Before the polish dries, sprinkle it with sand. By tracing their fingers over the symbols, children can begin to conceptualize how numbers are written.

5. Write the numerals 1-10 on the chalk board. Count consecutively from 1-10 in English with the children. Have the children come up individually to write the numbers, following your written example. Assist those who need it.

6. Cut 20 cards from tag board and make two sets with a number 1-10 on each set. Have ten children sit in a circle and give one card to each child. Shuffle the other set of cards. Give the pack to the first child and have him pass them on when he picks the card that matches the one in his hands. Continue in this manner until all the cards are matched.

7. Put a set of number cards 1-10 in a pocket chart in order. Have the children close their eyes and let one pull out a card. Then display the other 9 cards and ask the children

   Which card is missing?

8. Put the number cards in sequential order in the pocket chart and let the children become familiar with this order. Remove the cards and ask for a volunteer to put the number cards in sequence in the pocket chart. Give assistance if needed.

9. Prepare a worksheet by marking off one-inch squares. Copy a numeral (1-10) in each of the squares on the left-hand column (in sequential order). Distribute a worksheet to each child and ask the children to color in the number of boxes in each horizontal column corresponding to the number in the first square.

F. Money

1. Introduce the coin names for penny, nickel, and dime. Hold up the penny and have the children repeat

   sindáo

   Hold up the nickel and have the children repeat

   łitso.

   Hold up the dime and have the children repeat

   tˀááláˀí dootłˀizh.

2. Put the nickel, penny, and dime on the table and ask individual children to hold up coins as they are named to make sure that the children can identify them.

3. Ask the children if the coins are square.

   Díí béesoísh dadikˀá?

   The children's response should be

   Ndagaˀ.

   Ask the children if the coins are circular

   Díí béesoísh nídaazbąs?

   The children's response should be

   Aooˀ.

4. Put five pennies on the table and count them in Navajo with the children. Put five pennies in a stack and tell the children that five pennies make one nickel.

   Ashdlaˀ sindáogo tˀáálá ˀí łitso yileeh.

   Put ten pennies on the table and count them in Navajo with the children. Put the ten pennies in a stack and tell the children that ten pennies make one dime.

   Neeznáá sindáogo tˀáálá ˀí dootłˀizh yileeh.

Put two nickels on the table and count them in Navajo with the children. Tell the children that two nickels make one dime.

Naaki łitsogo tˀááłáˀí dootłˀizh yileeh.

Let individual children put the pennies and nickels in similar stacks and describe them to the rest of the class.

5. Tell the children a penny is less than a nickel.

   Sindao łitso biˀoh neelˀą́.

   A nickel is less than a dime.

   Łitso tˀááláˀí dootłˀizh biˀoh neelˀą́.

   A nickel is more than a penny.

   Łitso sindao bilááh neelˀą́.

   Put the nickel and penny on the table. Ask individual children to choose which coin is more and have each repeat the name of the coin. Then ask which is less and have it named. Following the same pattern, add the combination of dime and penny and dime and nickel.

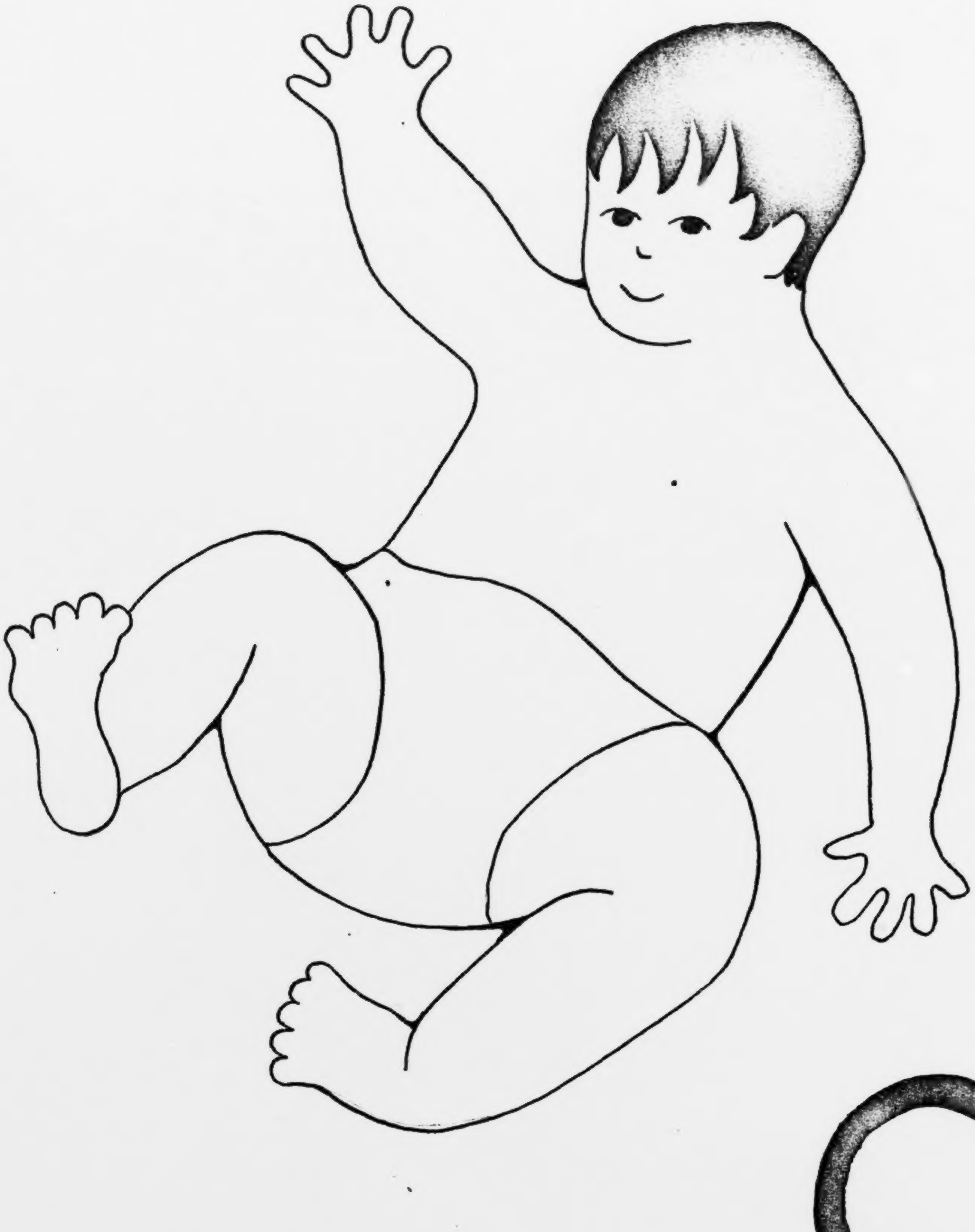
6. Call on individual children to identify each coin in Navajo. Let the children handle each coin in order to become familiar with its feel, shape, and weight.

7. The children may dramatize a trading post with pennies, nickels, and dimes to use in exchange for goods.

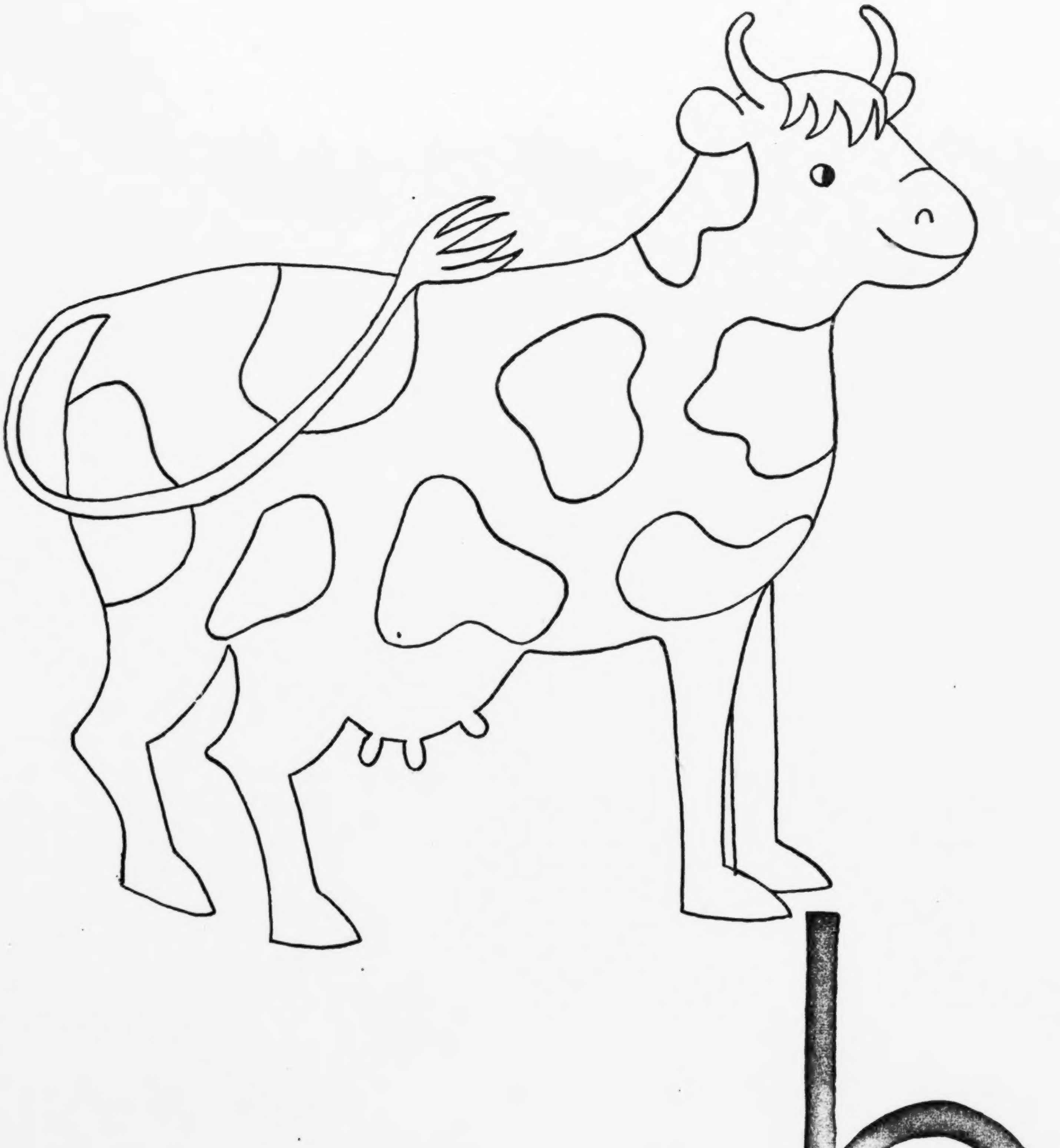
8. Have individual children come to the table and count the pennies, nickels, and dimes in Navajo.

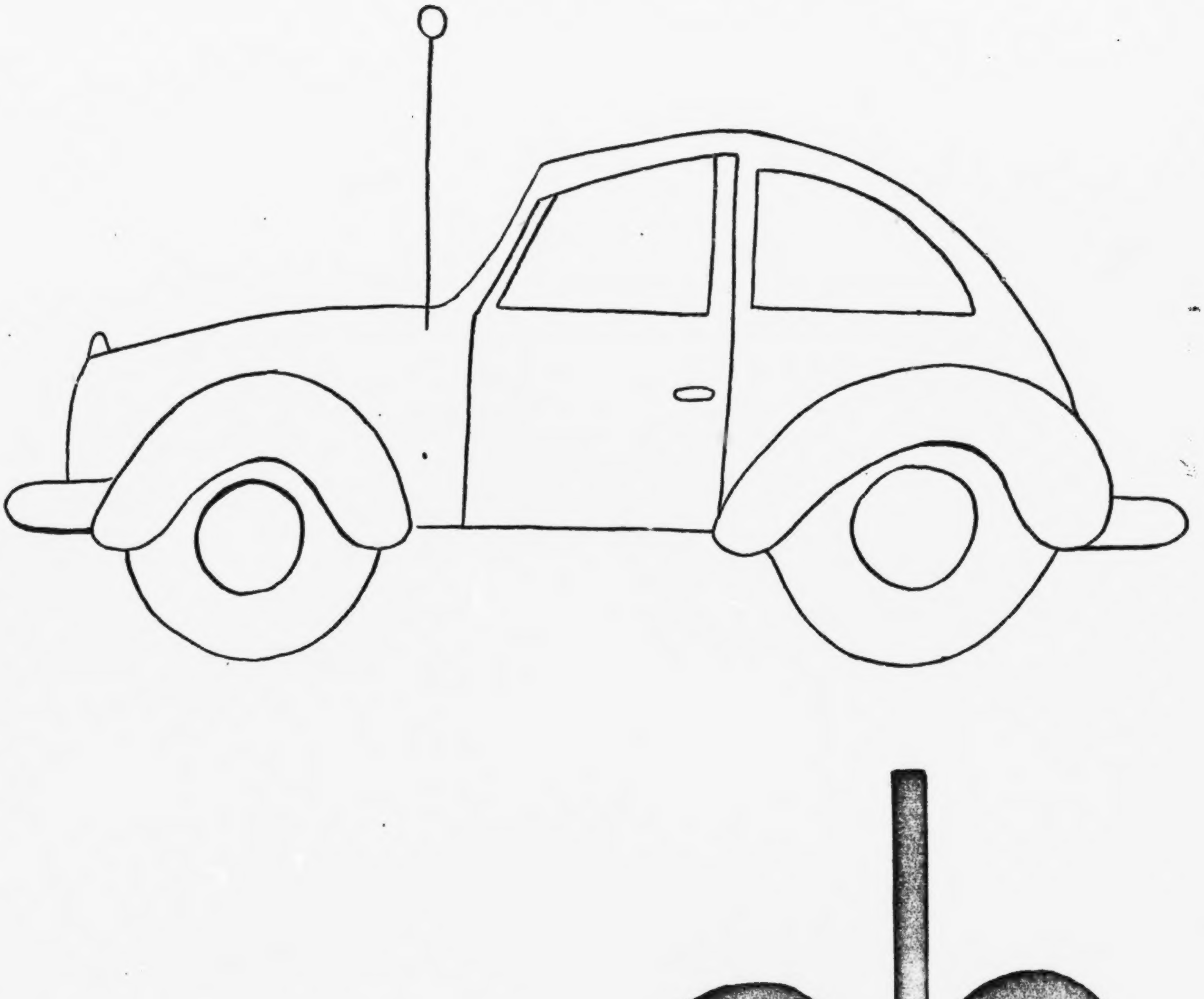
G. Letters

1. Label objects in the classroom in Navajo.
2. Show the children what their own name looks like in writing.
3. Display alphabet cards.
4. Teach letter names to those children you think are ready.

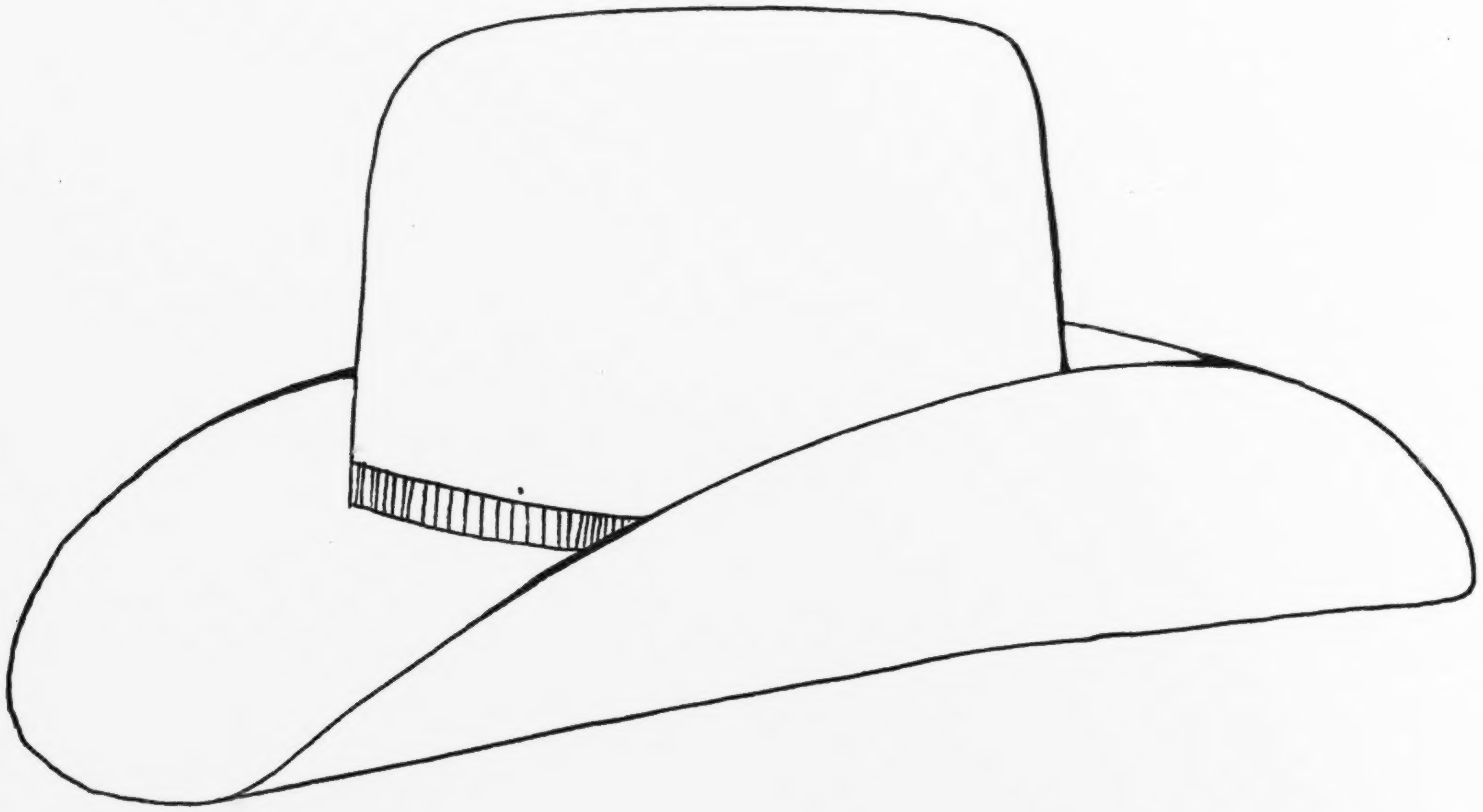


a

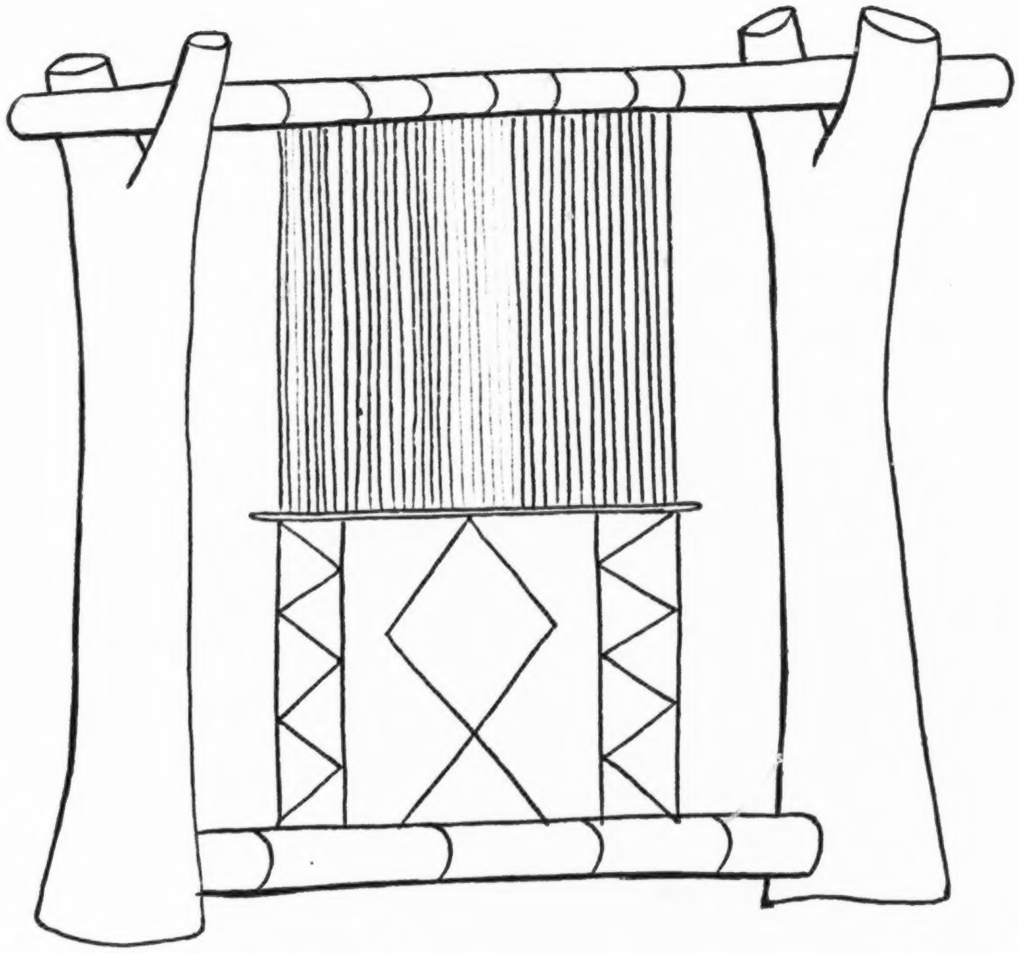

b



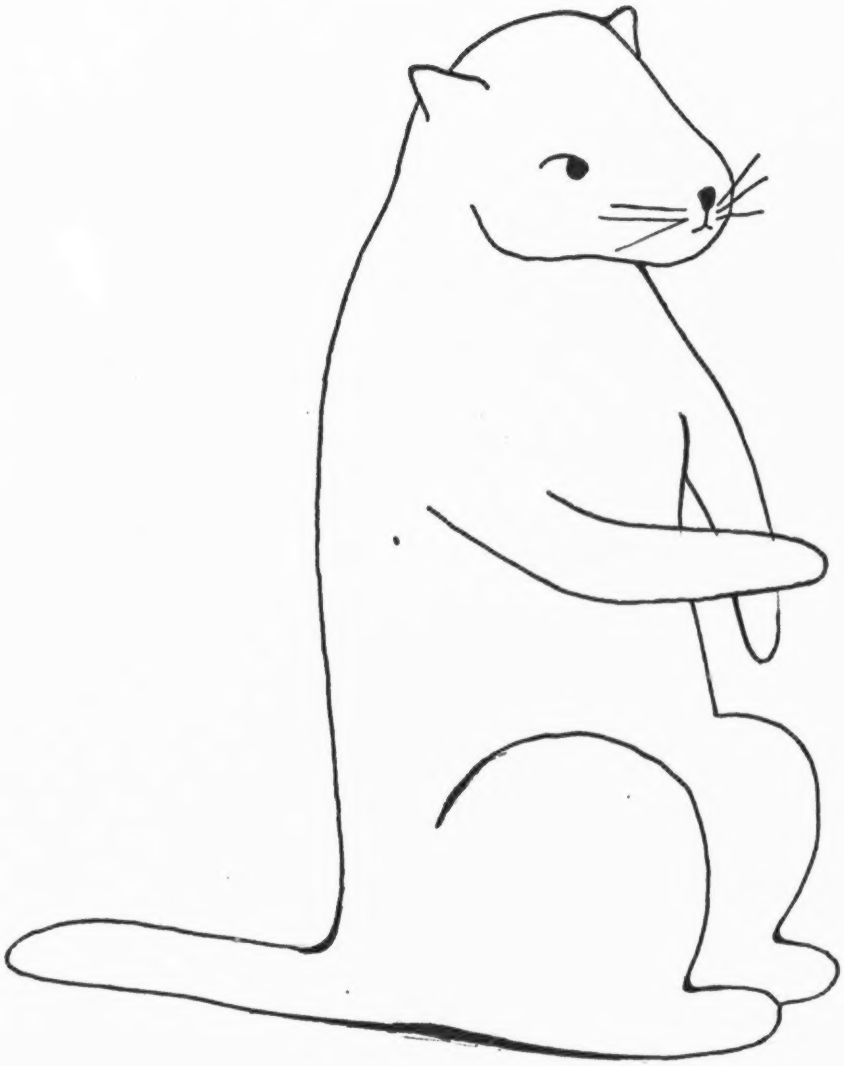
ch



chʼ

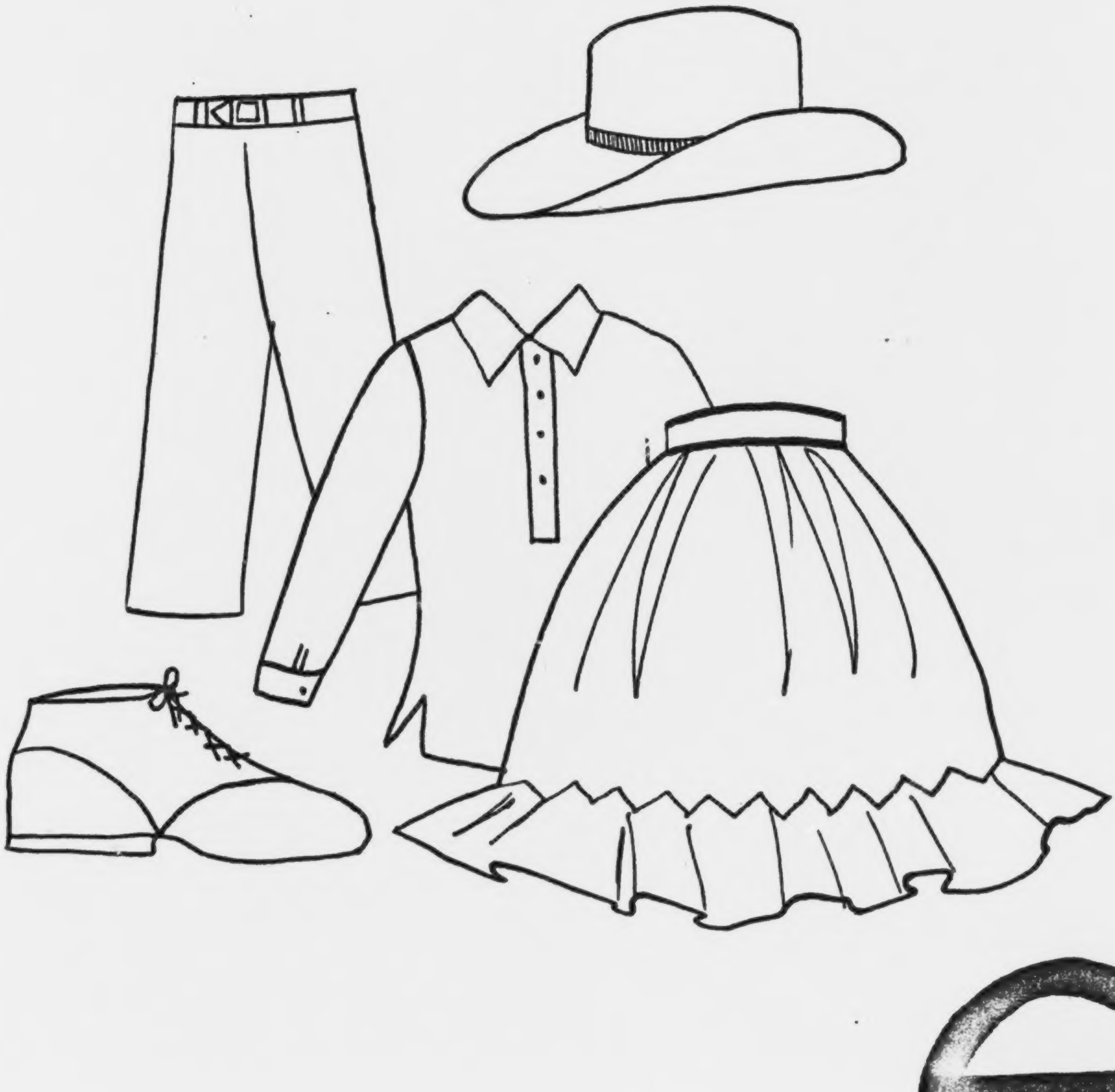


d

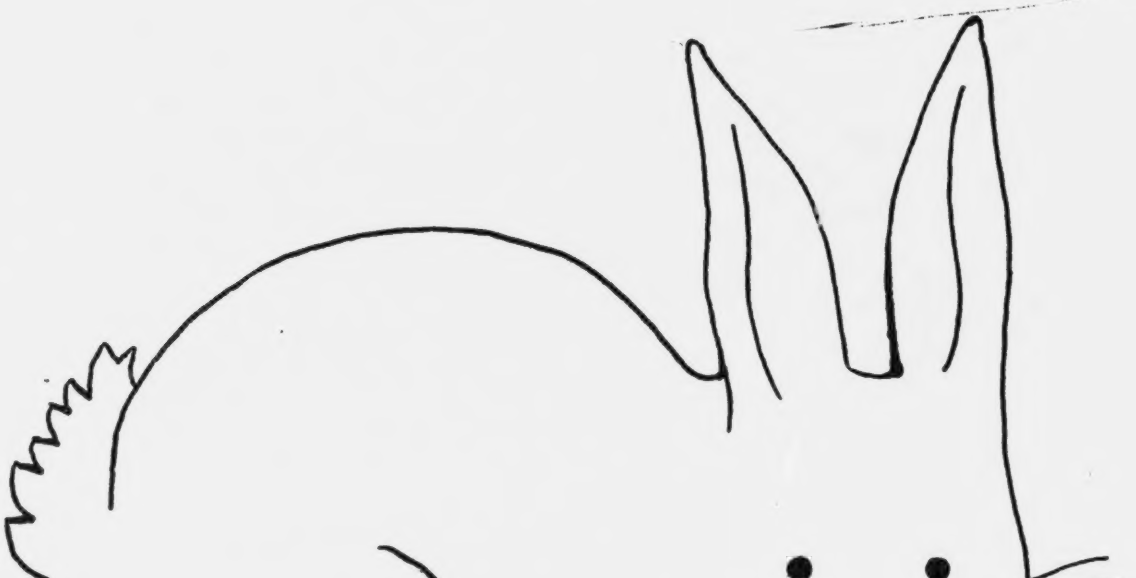


dl

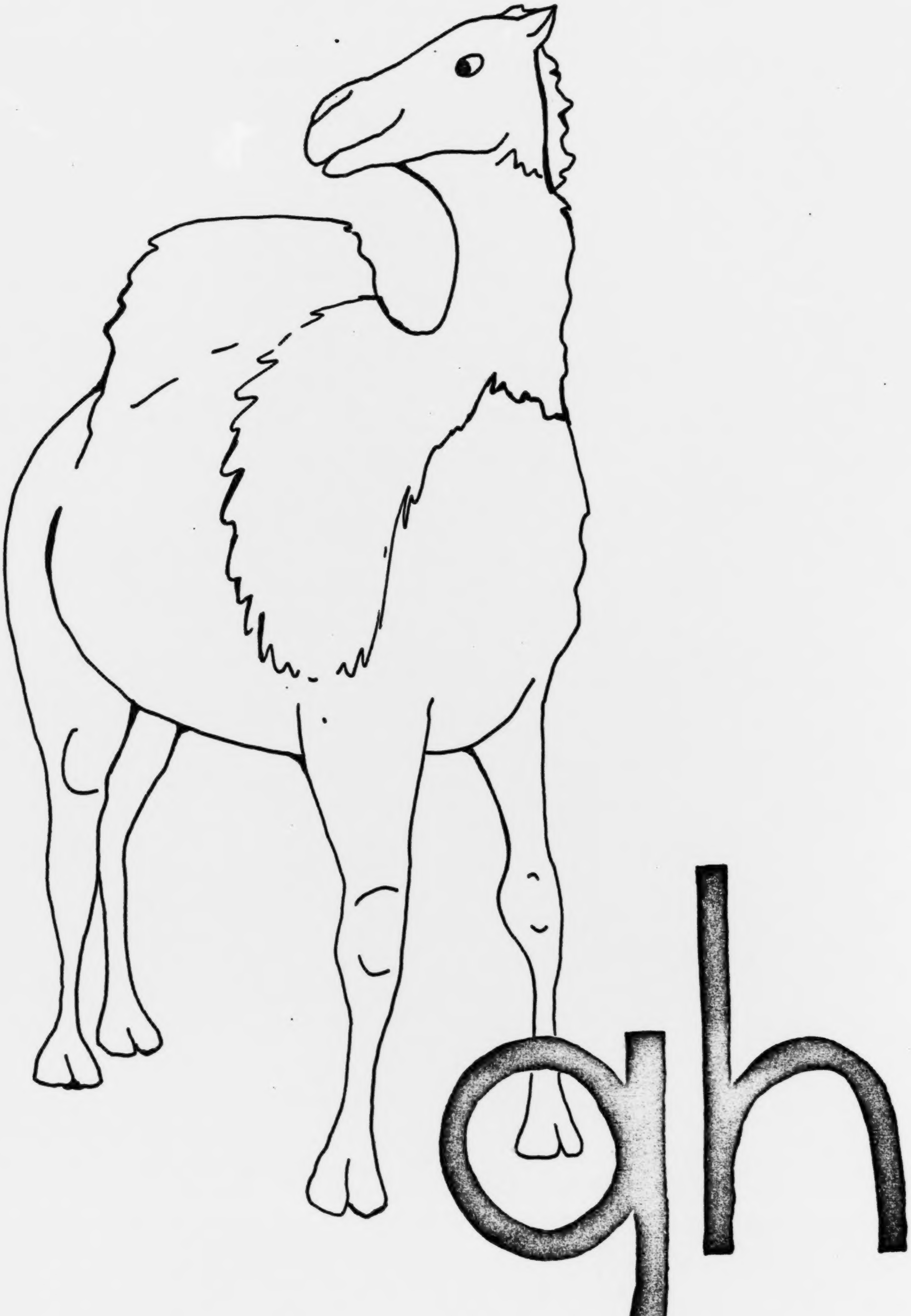
dz

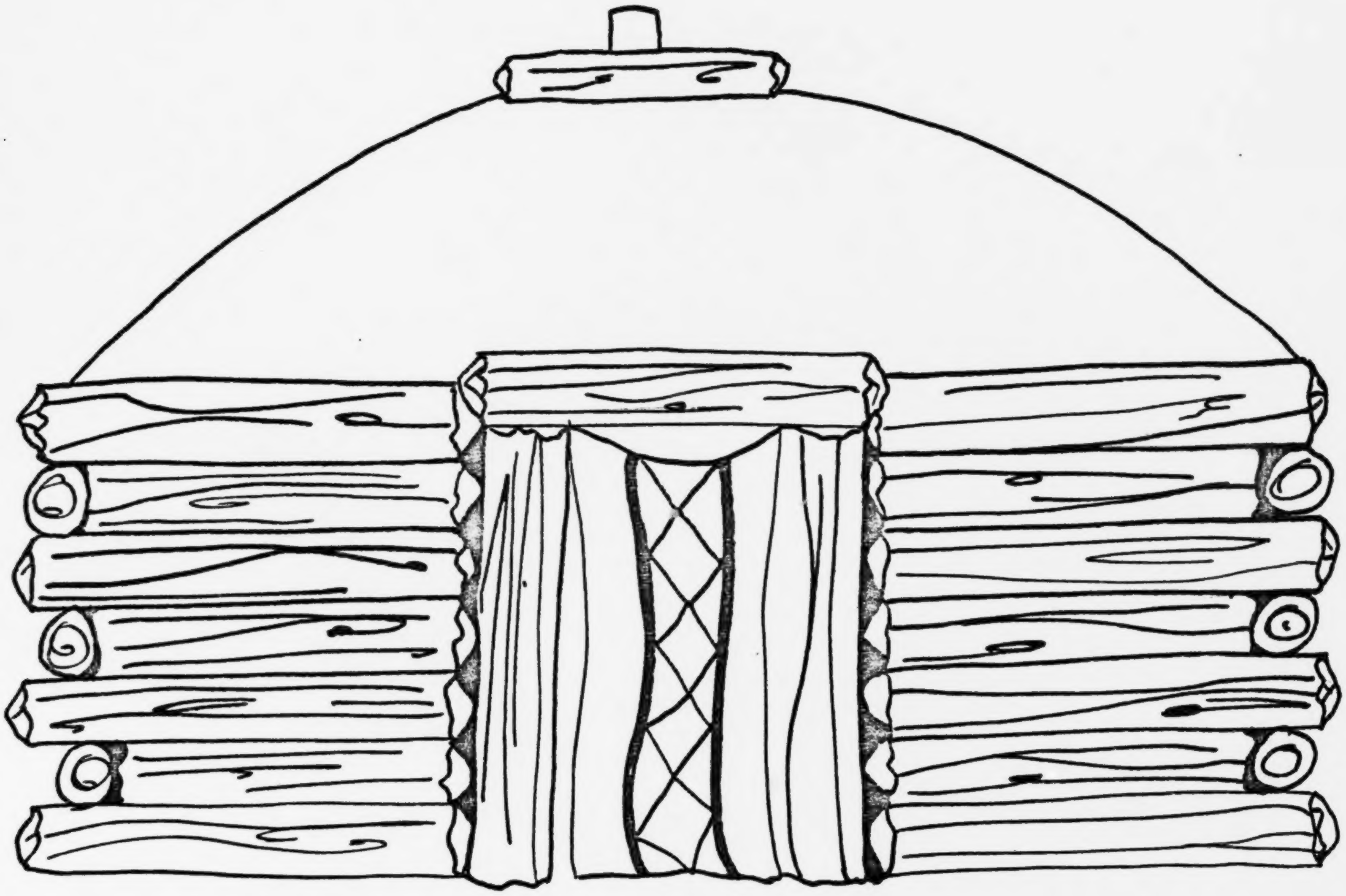


e

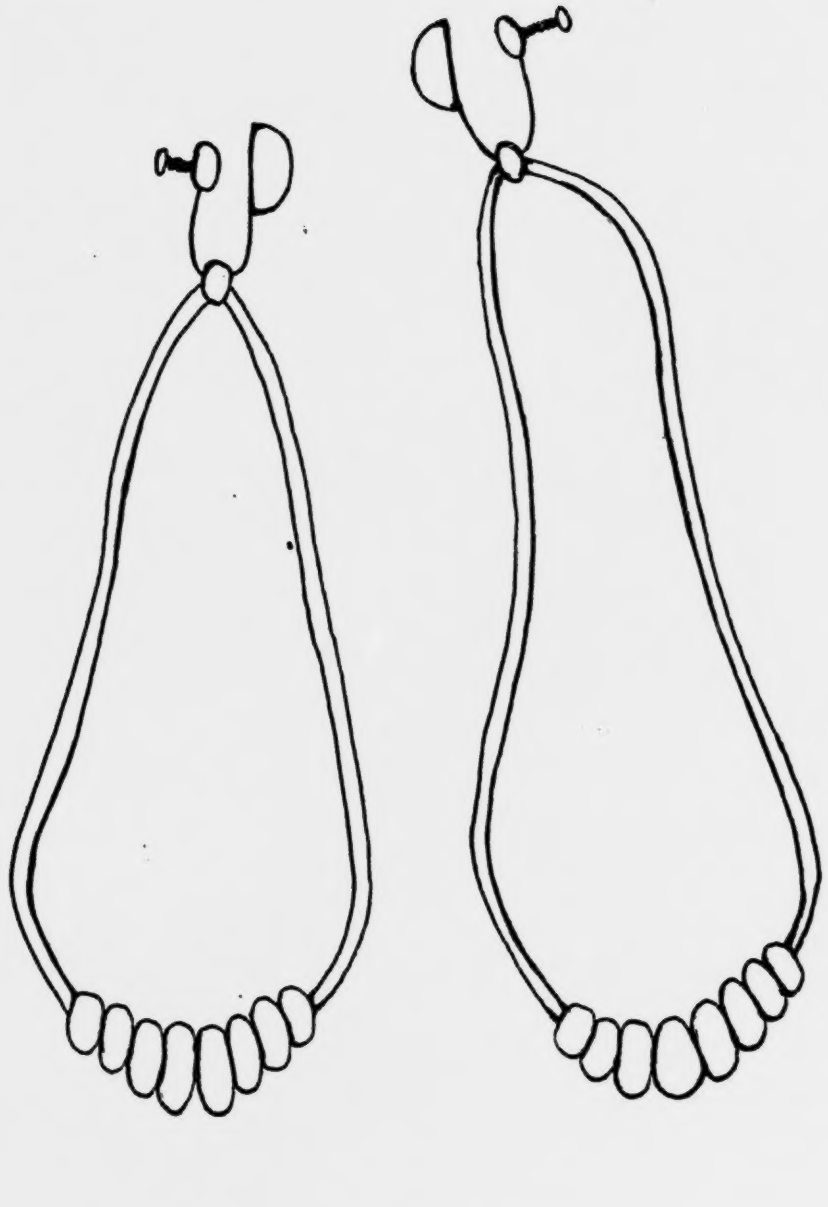


g

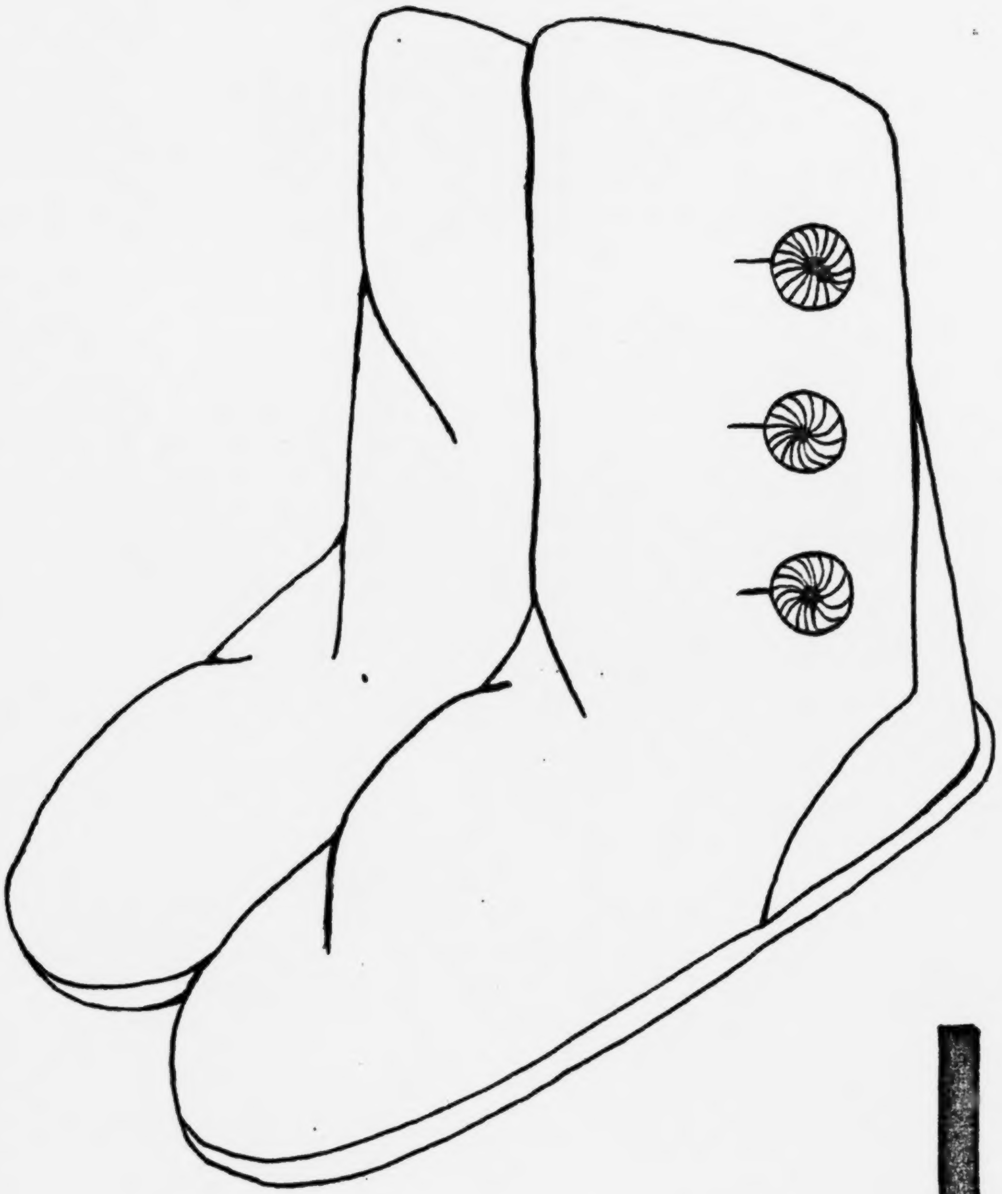

gh



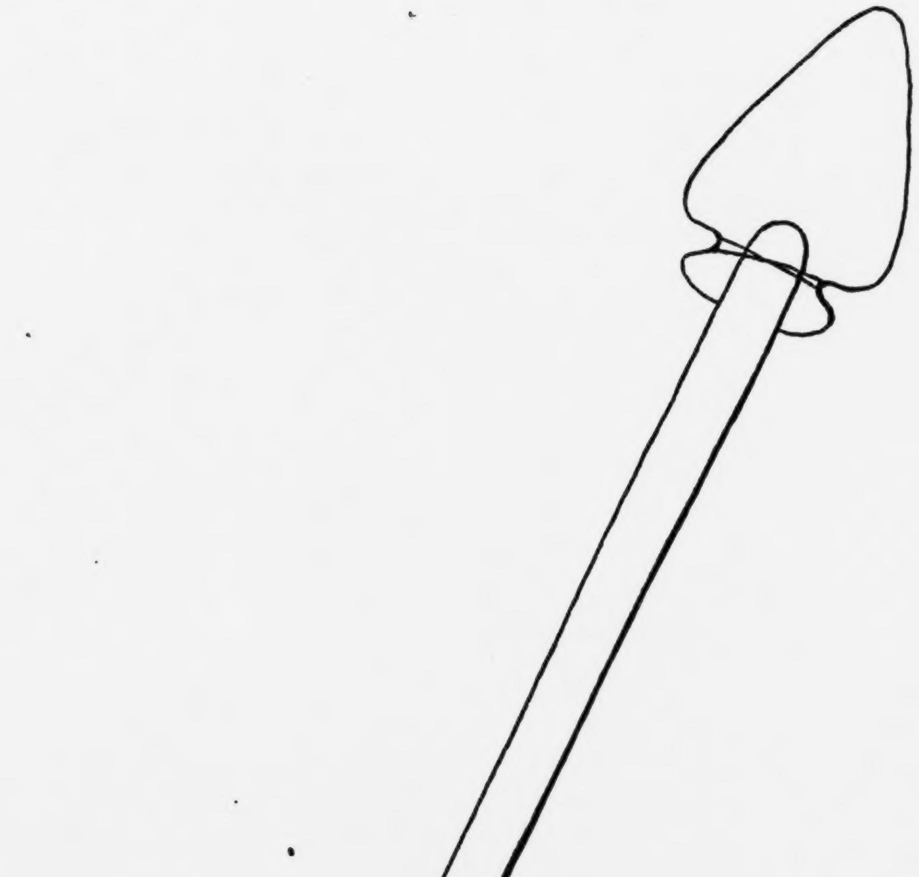
h



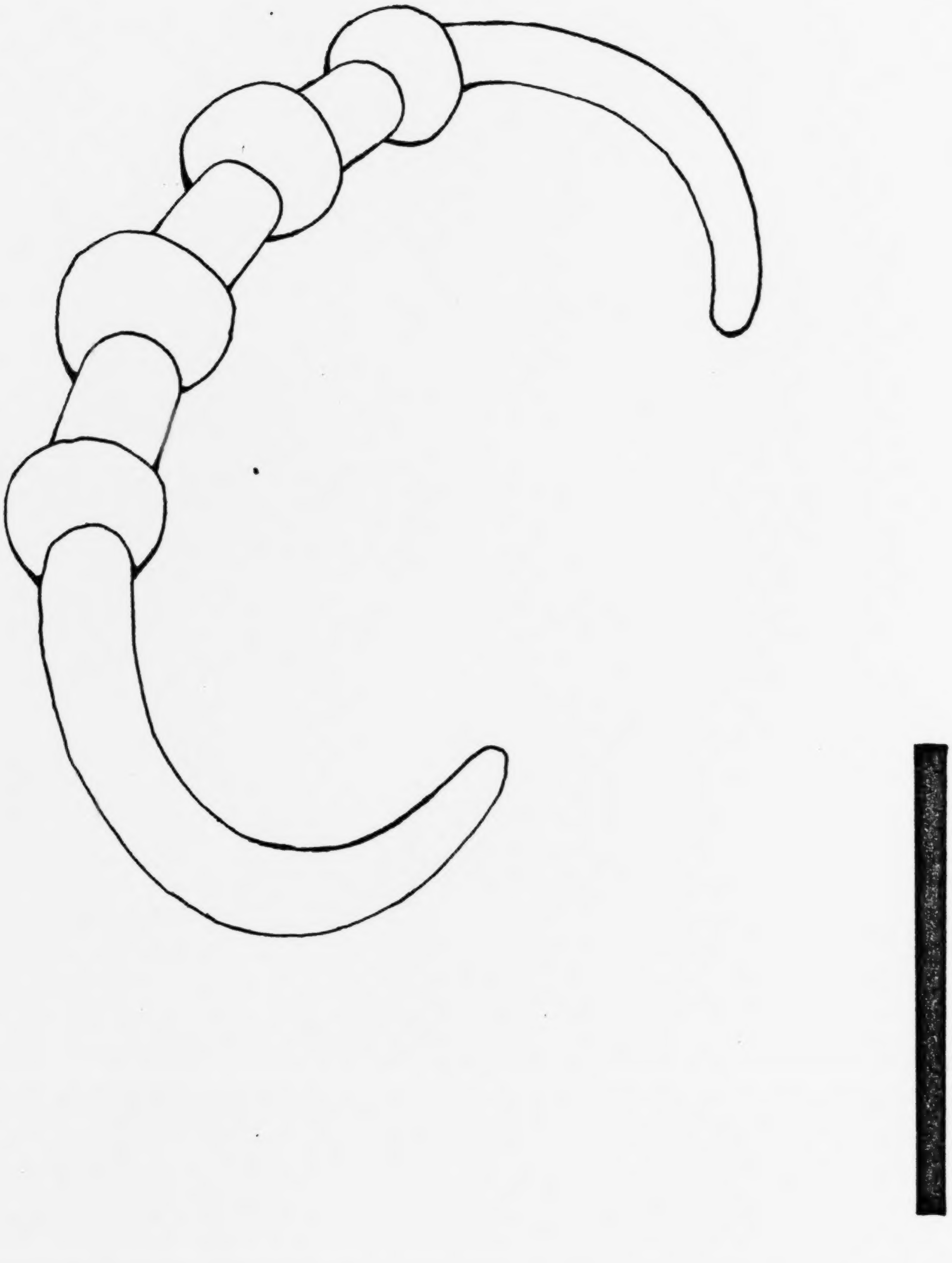
j

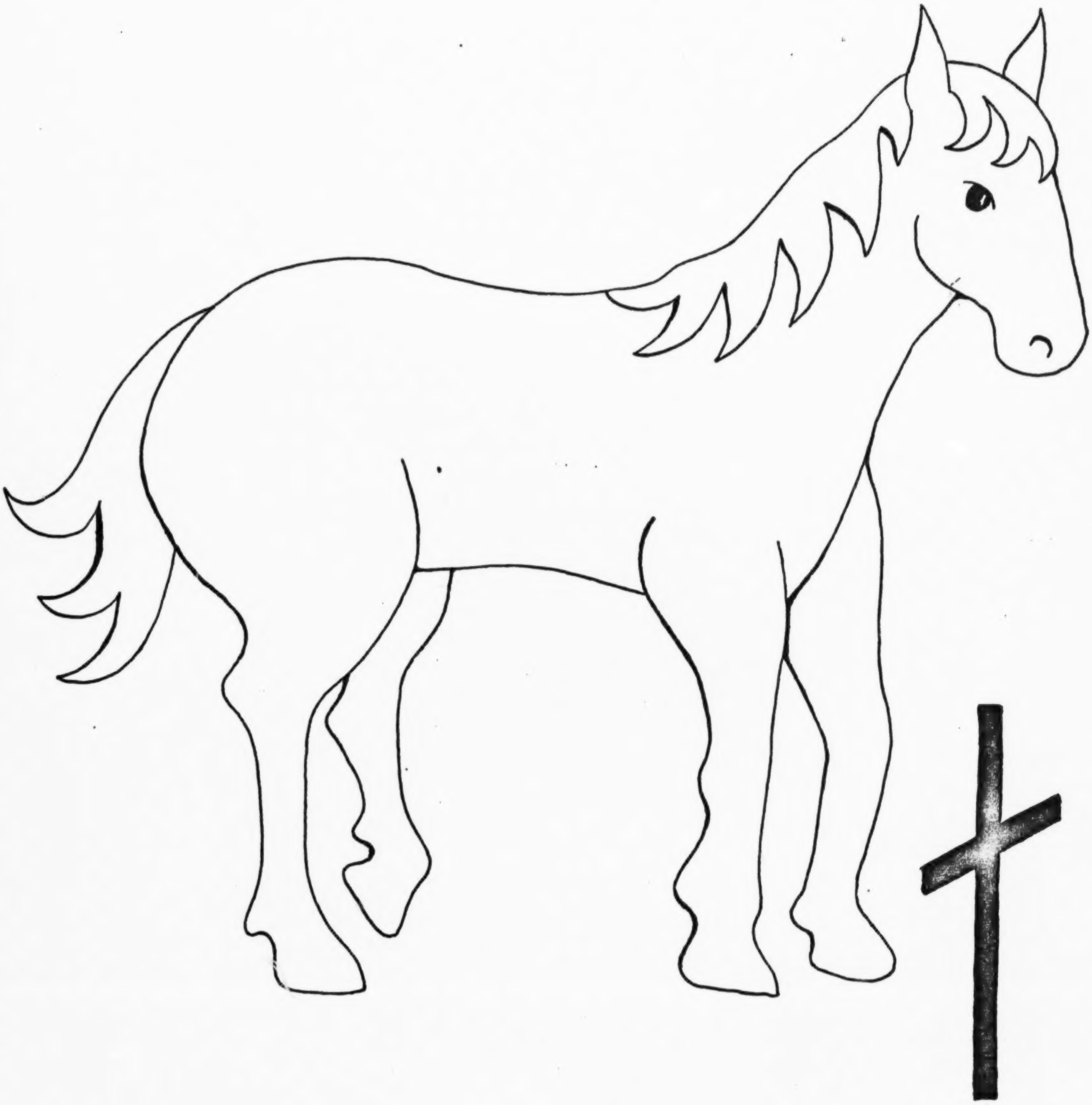


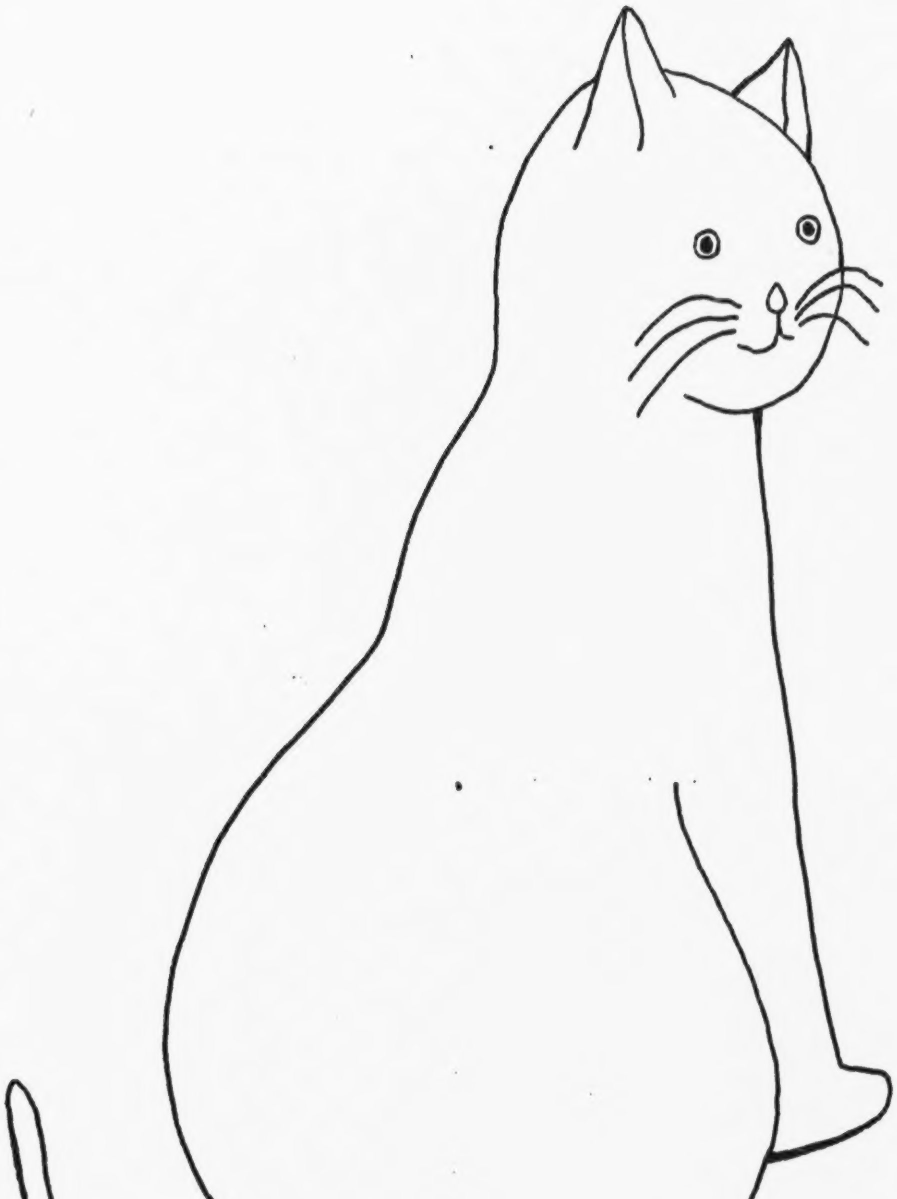
k

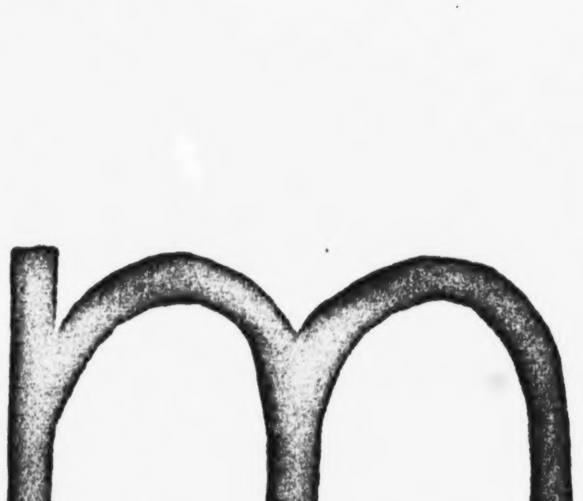


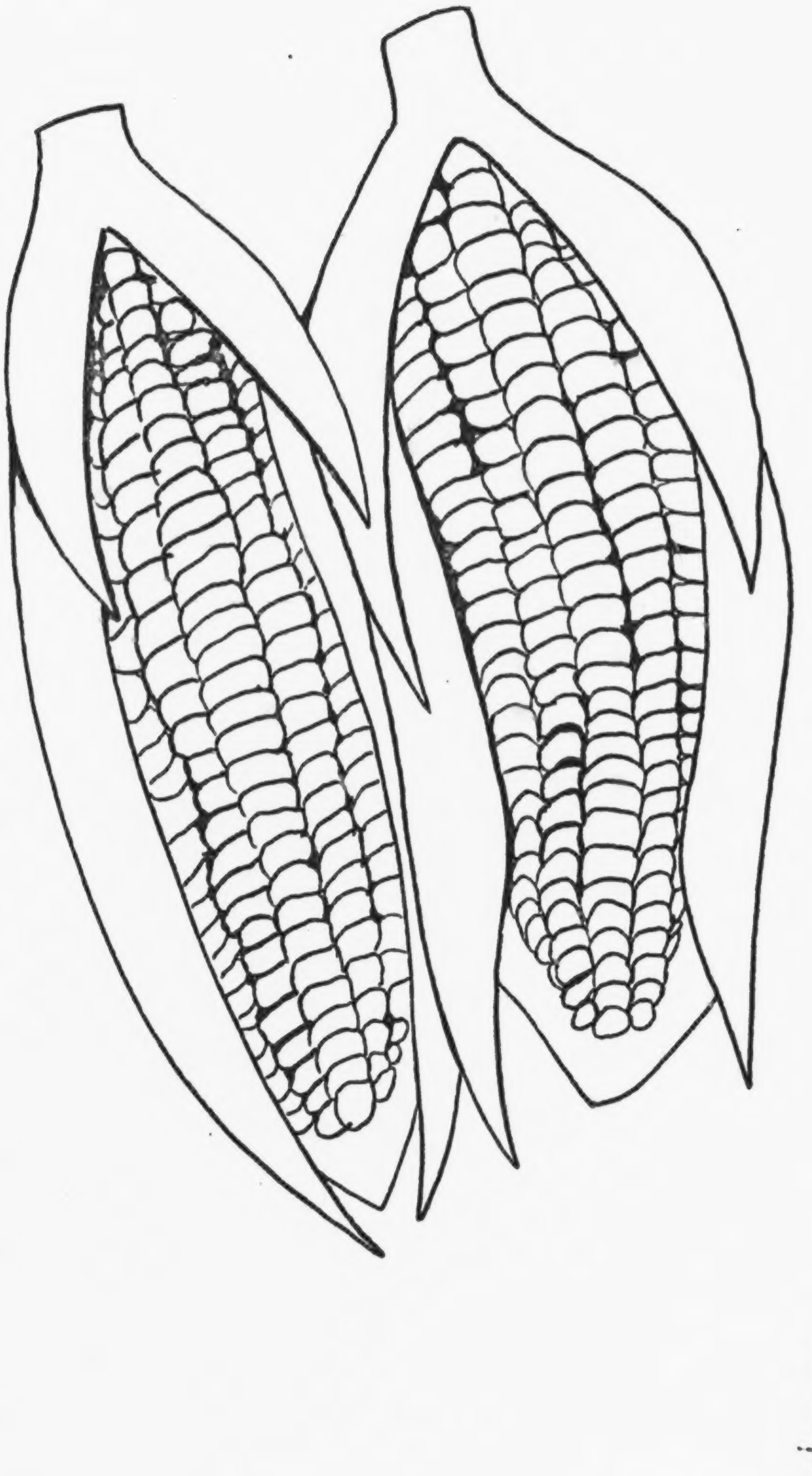
kˀ



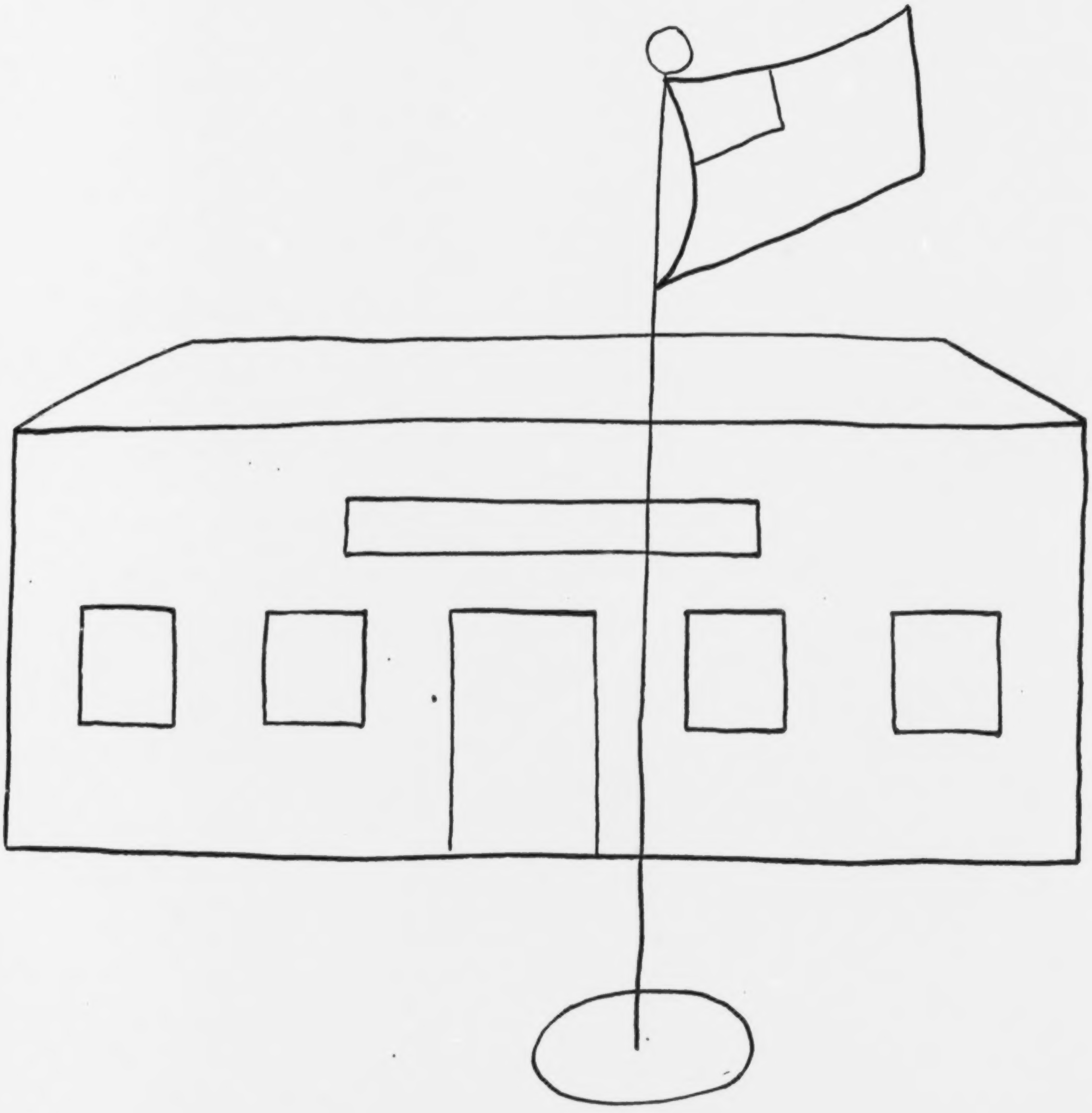


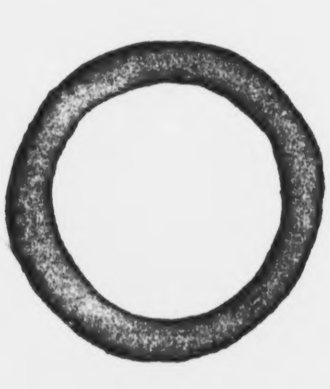


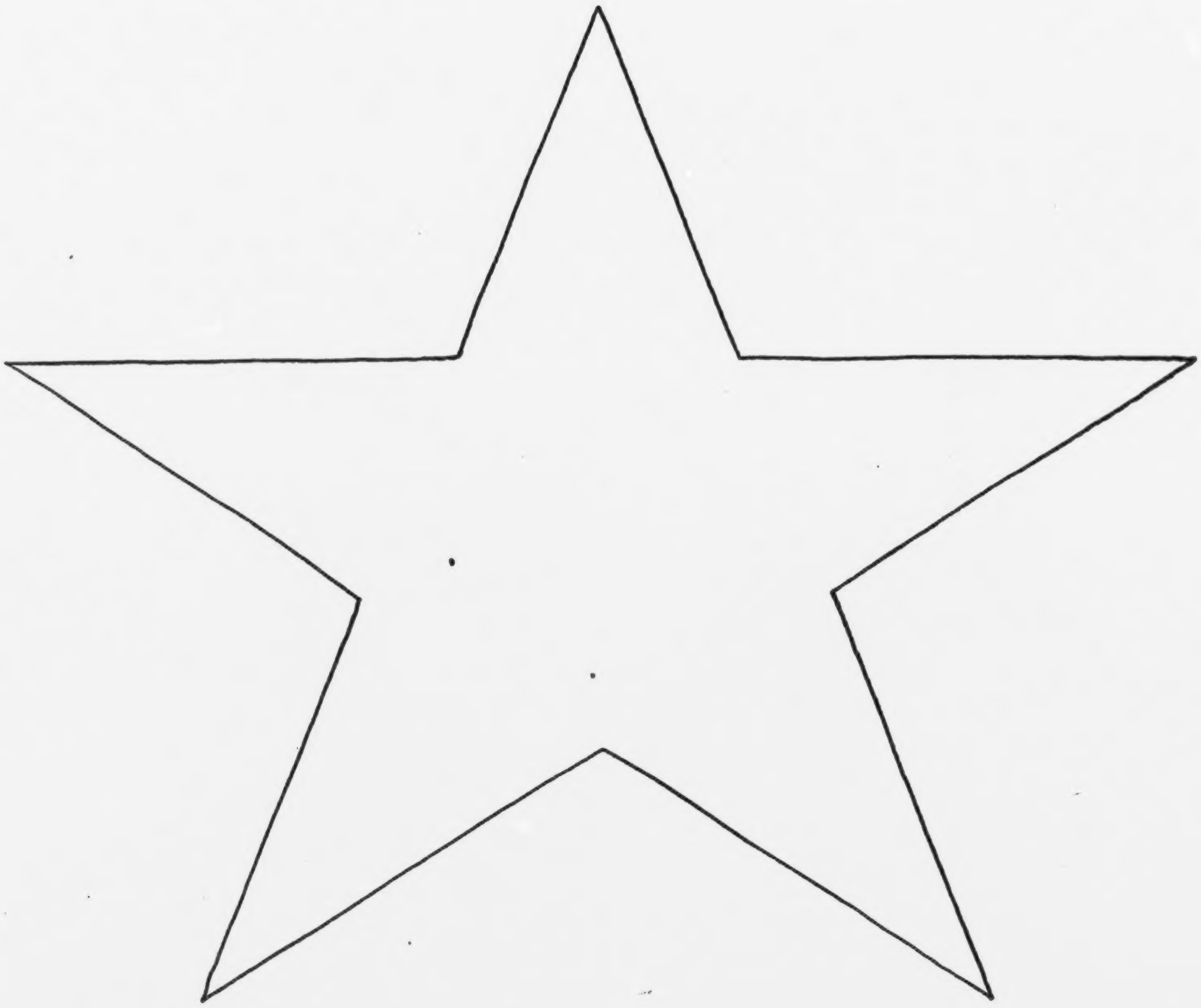

m



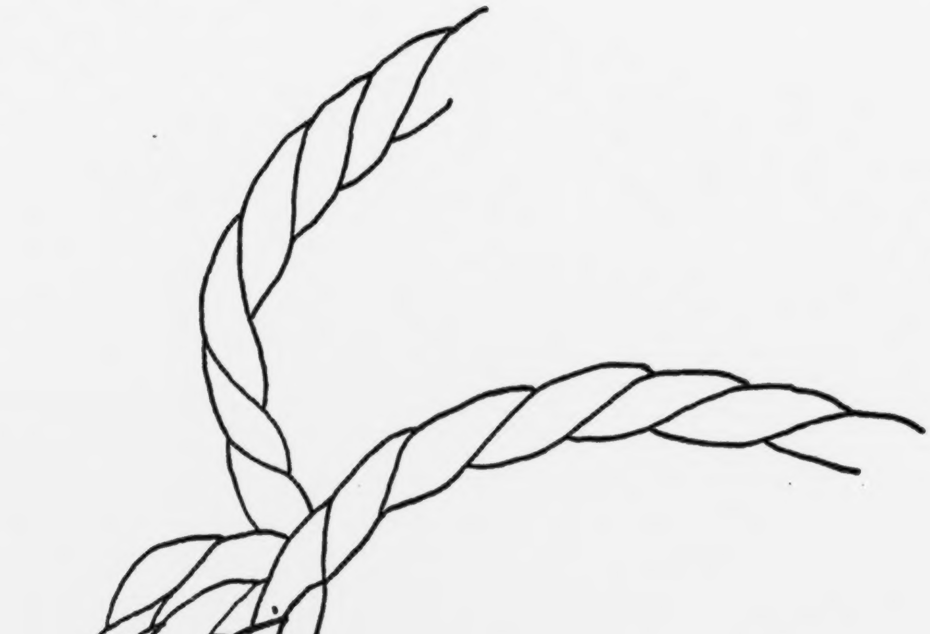
n



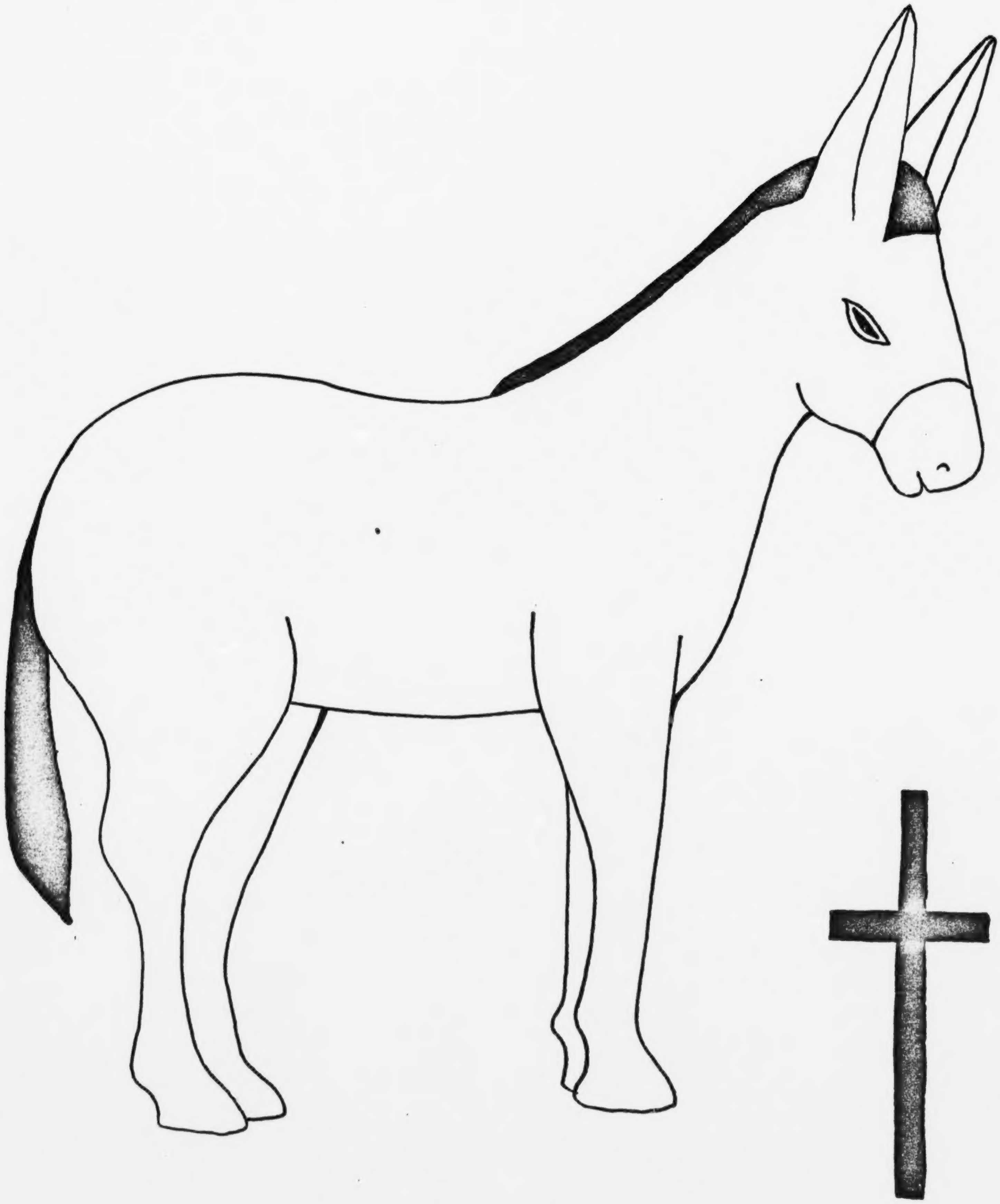


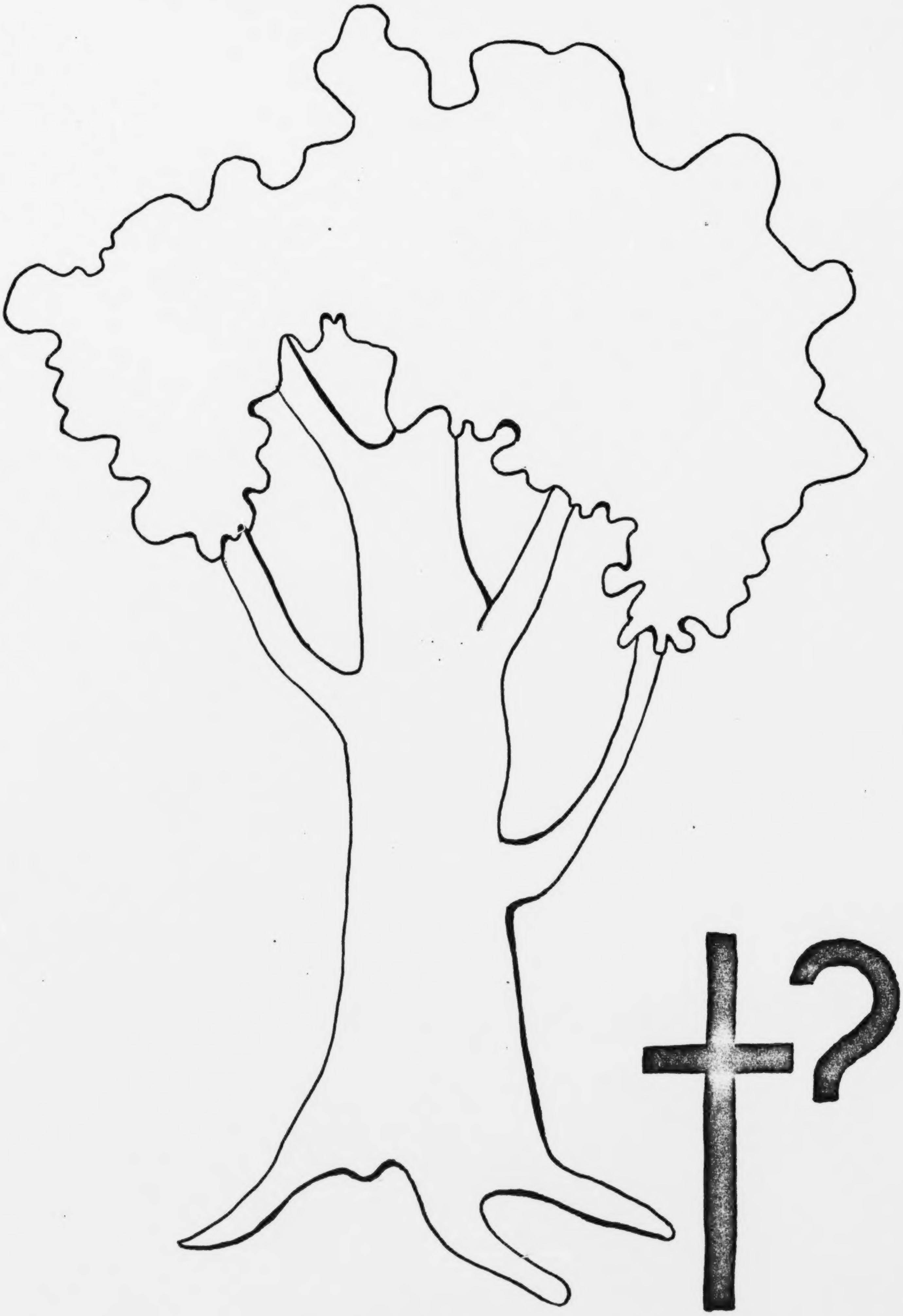


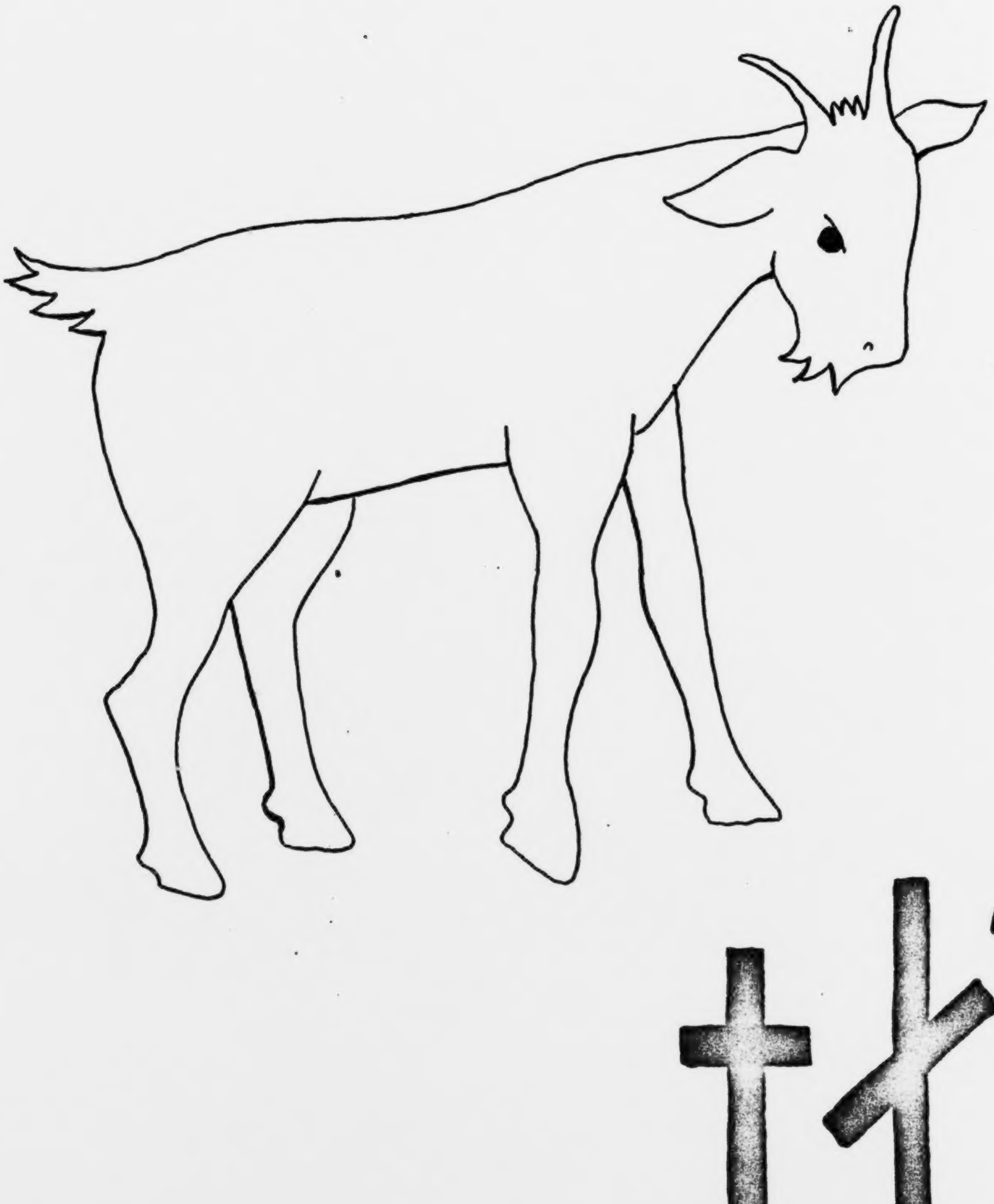
S



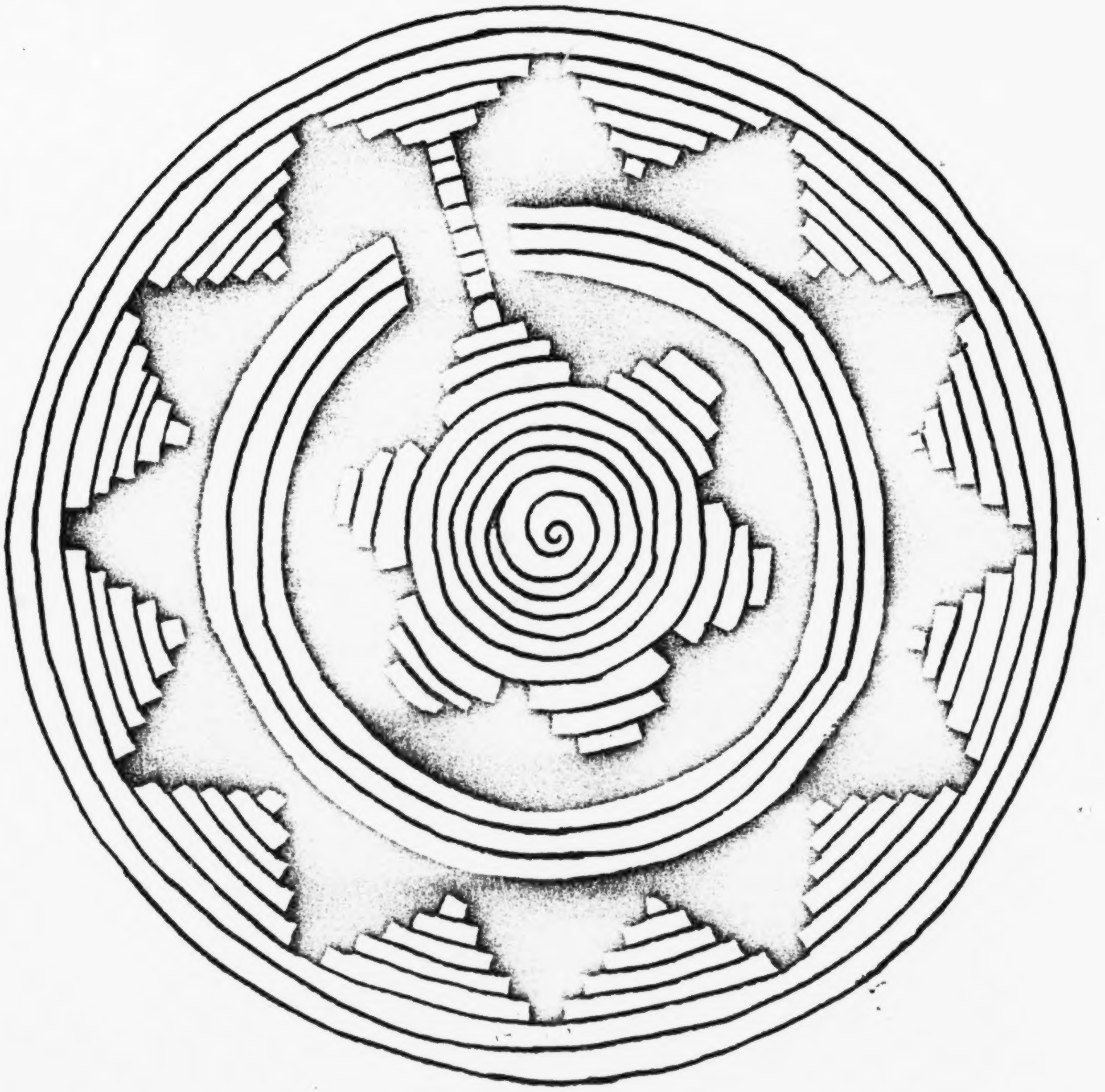
sh



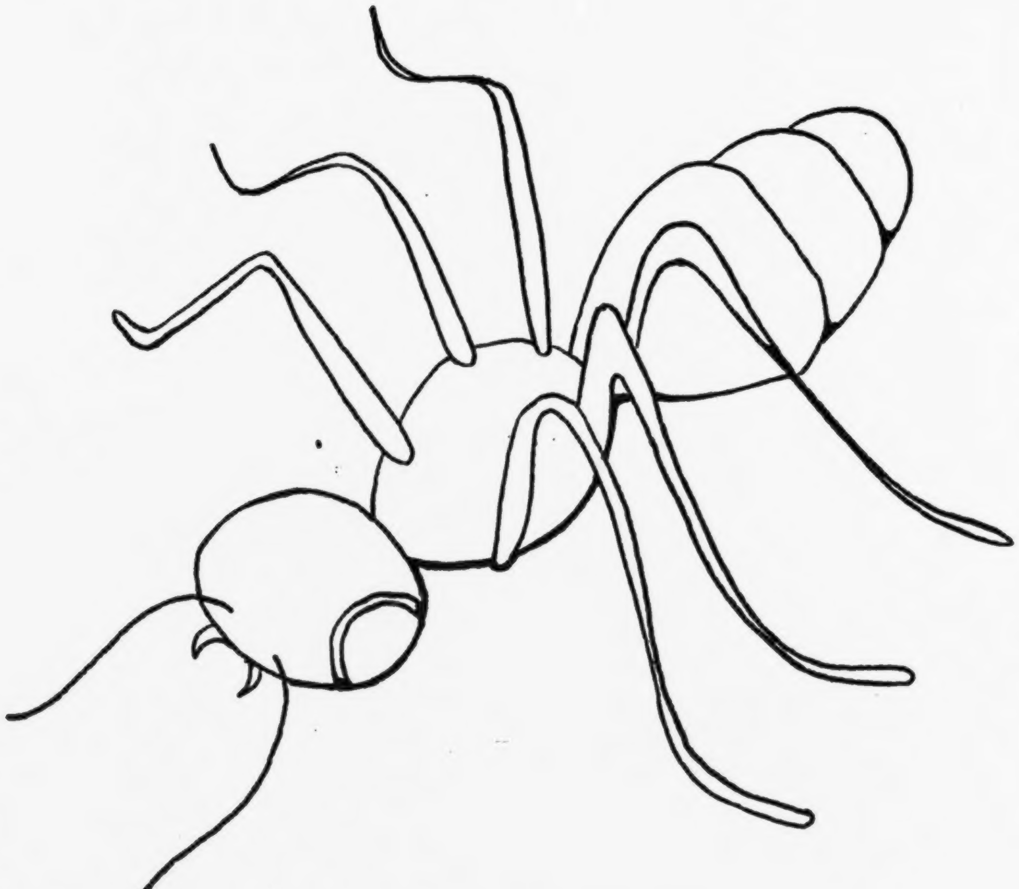




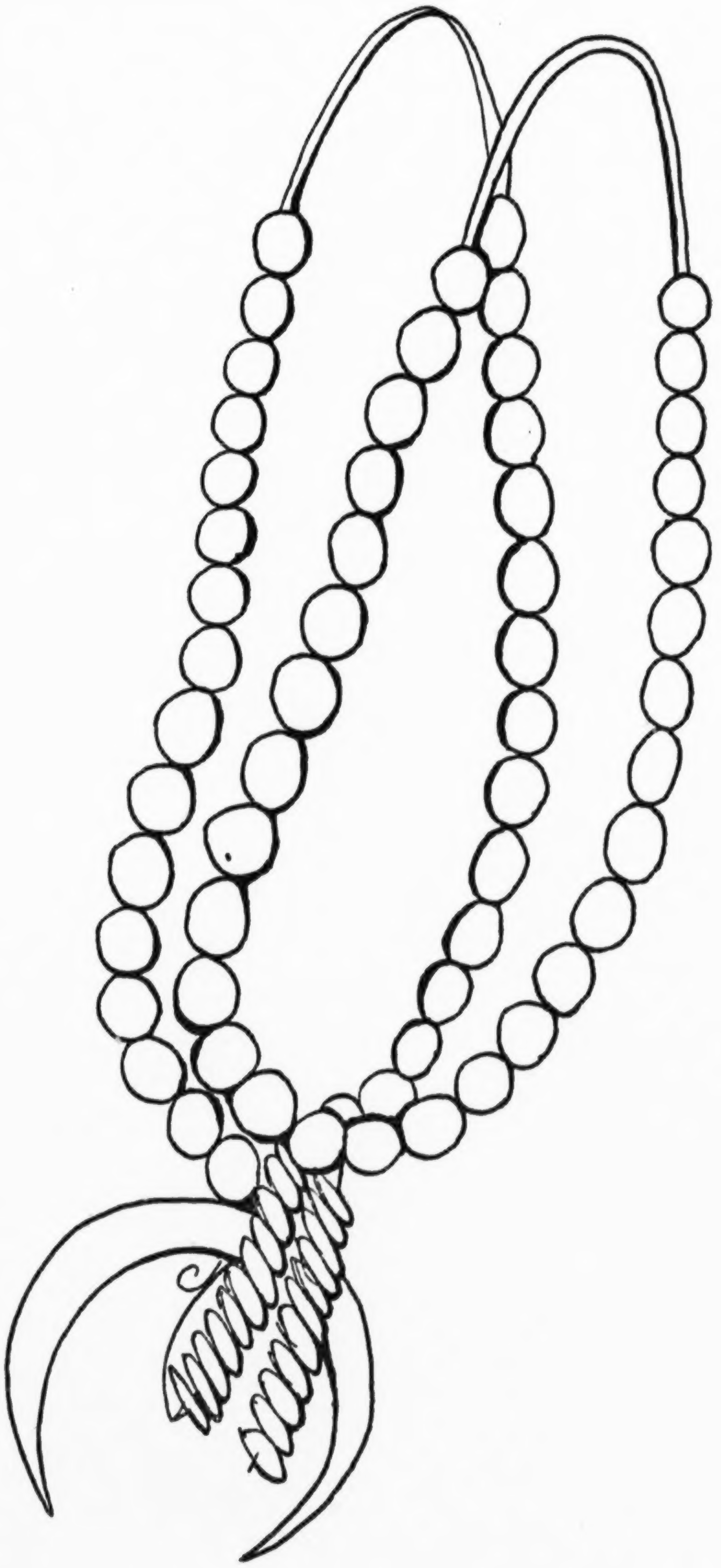
ts



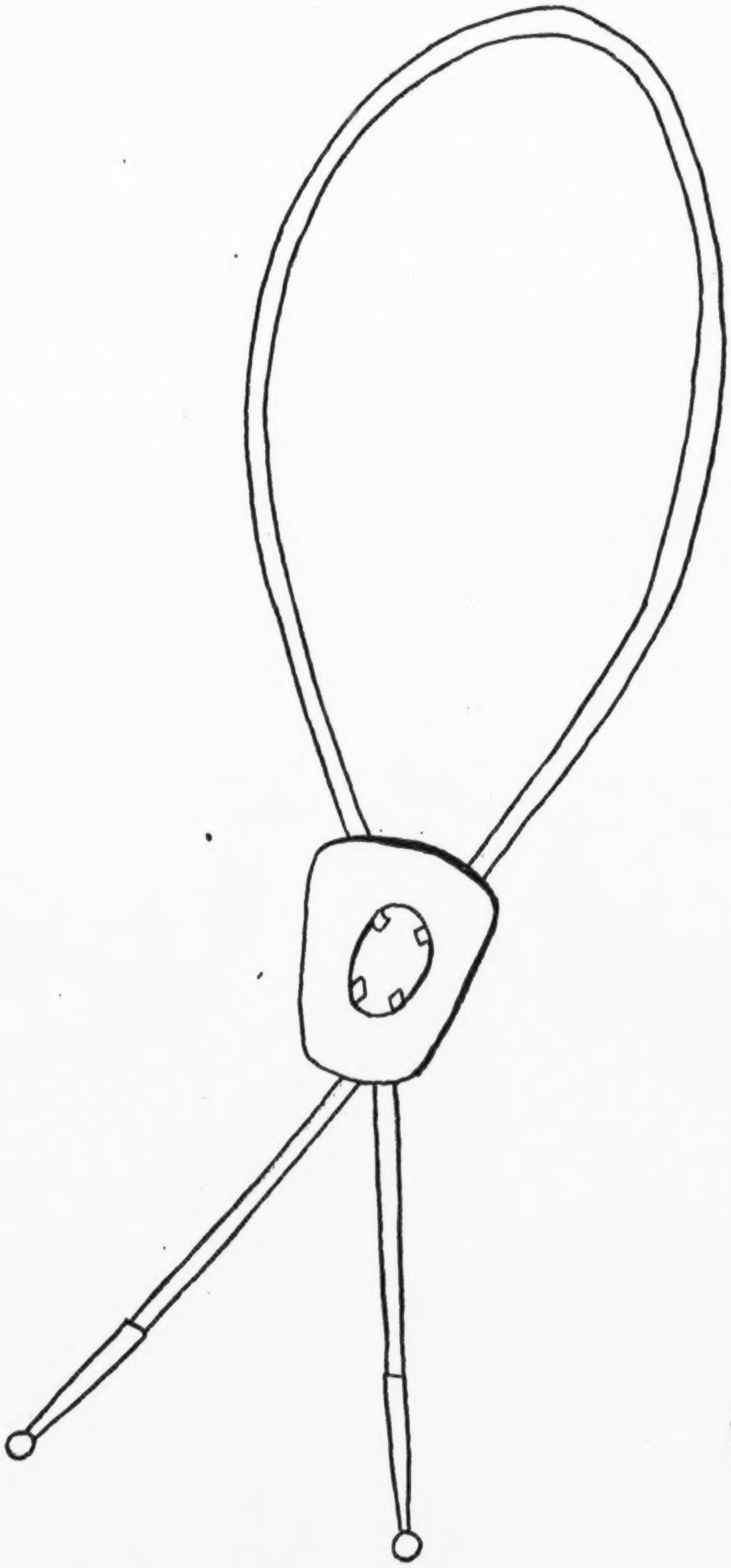
ts'



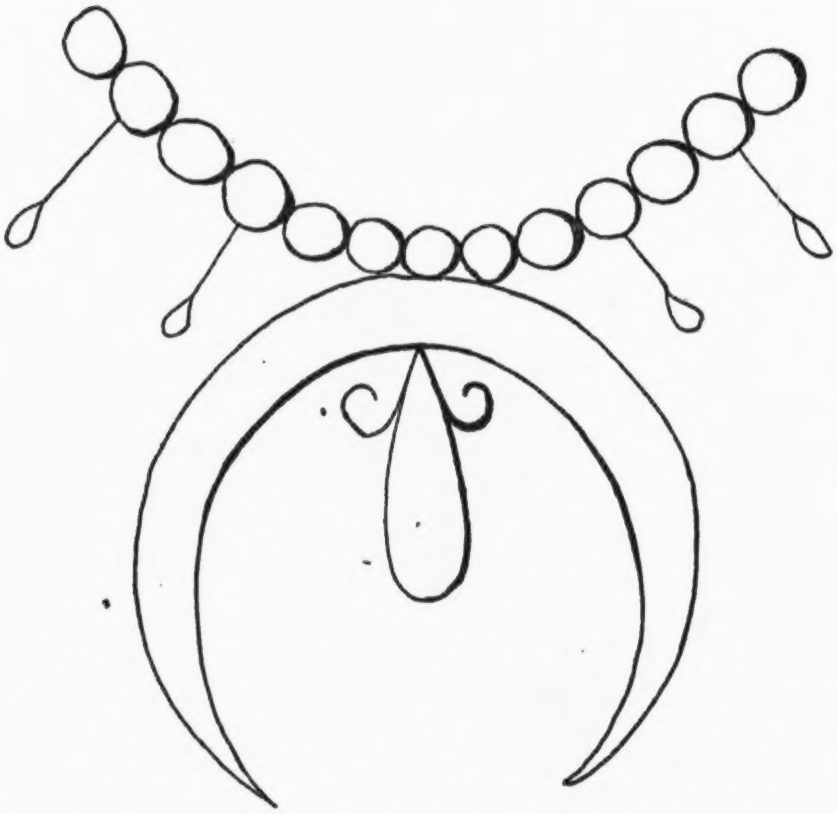
W



y



Z



zh